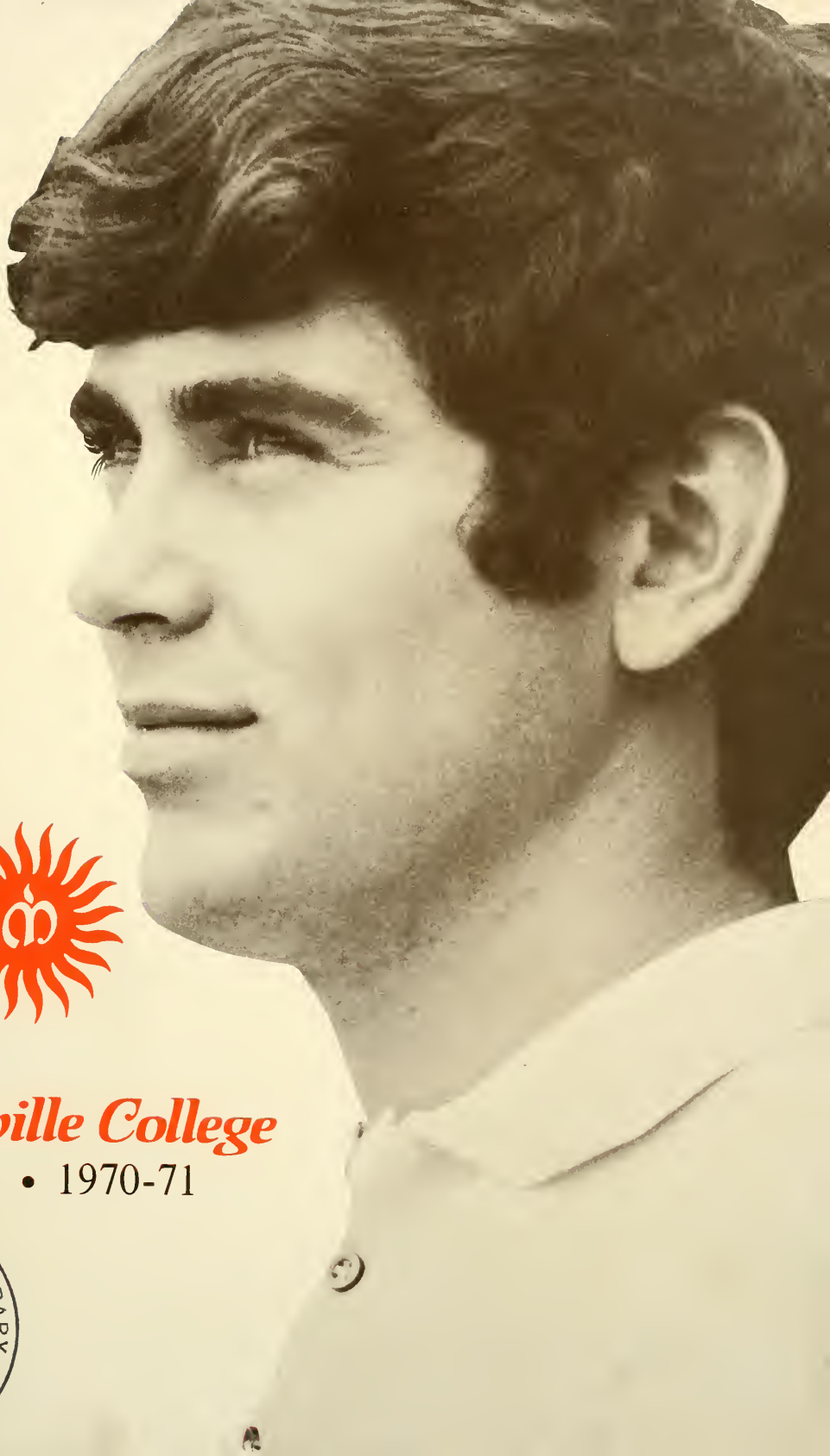

Maryville College

Bulletin • 1970-71

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Maryville College Bulletin

Catalog Issue 1970-71

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You have read fifty already, haven't you? Or *did* you read them? Would it be more correct to say that you have picked up fifty or even a hundred, flipped through them, looked at the pictures and the sections describing the social or academic life (depending upon your set of mind) and promptly looked for another catalog, and another one, and another one . . . ?

This catalog is the *other one*. It is written for you. It is written to be read. It contains some important thoughts about the meaning of college, as well as necessary facts about Maryville College—how to apply, how much it will cost, courses you may take and who will teach them.

We are in the business of providing quality education, but we are also in the business of caring about you as a person. We believe education is more than mental gymnastics. You will have the freedom at Maryville College to form ideas and test them as you search for purpose and meaning in your life.

Ideas exist creatively only as they relate to persons and values. Maryville College is a community with many different life styles. We will encourage you to develop your own value system within the framework of Maryville's community standards.

You will find a climate which permits you to grow and change, to talk about life as it really is, and to continue your search for your own identity. We do not claim to have all the answers. We challenge you to ask the right questions.

Maryville College Is for Learning

Most of your studies at Maryville will be carried on in small groups in which students and teachers work together to find out what it means to be human. Professors seek to understand the student mind. In fact, we think you will find Maryville College a "yeasty" place. At times, a faculty member adds the yeast. At other times the yeast comes quietly from a shy student or explosively from a very vocal one. But regardless of *how* it comes, the yeast does its work, ideas emerge, expand, and are put into action.

Maryville's primary aim is to create an atmosphere in which learning can and will take place as persons discover their needs and decide to meet them. This process requires continuous reevaluation of what education is all about and how Maryville can adapt its curriculum and program to permit education to happen.

Maryville College has been in the business of higher education for a long time—151 years to be exact. It owes much to the past, but it is not bound to it. Neither is it isolated nor insulated from the ills of contemporary society. It is a twentieth century institution very much aware of the world with its opportunities and its cries. With a student body under 1000 and a concerned faculty Maryville offers you a personalized experience in an increasingly depersonalized world.

In the Maryville community, you will find persons with many different religious backgrounds, attitudes and experiences but also many persons who hold a strong commitment to the Christian faith.

It's Up to You

The choice of a college is yours—one of the most important choices you will ever make. You have over two thousand colleges and universities of all shapes and sizes from which to choose *one*. You will be related to this choice for the rest of your life as a student and an alumnus. You will want to make a wise choice.

Maryville College strives for an ideal in the "whole personality" approach to education. We have not "arrived" yet, but we're on the way. In the pages of this catalog we make an honest attempt to tell you what we are about. We want you to understand the purposes and programs of Maryville College. After you have read about us, we hope you will visit the campus and give us the opportunity to show you in person what we have tried to tell you in words and pictures. We would like for you to join us in the pursuit of this ideal and make Maryville College *your college*.

YOUR LIFE AT MARYVILLE

A part of what Maryville College will mean to you is wrapped up in what you bring to it—personality, ideals, curiosity, and your view of man.

Maryville is keenly concerned for you as an individual and offers many opportunities for you to interact with other students and faculty. A continuous mission for both students and faculty is improvement of campus community life and spirit. The community will accept your individuality and provide an opportunity for you to accept others with different backgrounds and ideals. The way is open for you to contribute according to your time, interests, and special abilities, and in turn to benefit from what others have to contribute. You can know the sense of fellowship that comes with opportunities for corporate worship, common intellectual and cultural experiences, and creative and re-creative leisure activities. You can contribute to

the common good of the community through a democratic organization and process which can be educational in terms of citizenship and beneficial in terms of personal growth.

The College has developed a program of small-group living in which a junior or senior counselor lives with eight freshmen. The counselors, whose responsibilities supplement those of the head resident, receive special training and are available to help you as a new student form good study habits and use your new college freedom wisely.

Community Government

At Maryville College you will have an opportunity to help establish, maintain and amend guidelines for community living. Because genuine community life depends upon the responsible participation

of all its members, we want you to be involved in decision-making processes to the extent that your time, training and experience will permit.

An 18-member All-College Council, made up of six students, six faculty members and six administrative officers and staff, acts upon matters relating to the life of the entire community—academic, religious, social, cultural and recreational. Smaller committees (which are open to freshmen) involve nearly all phases of college life and make it possible for all interested students, faculty and administrators to participate in governing the College.

Without apology Maryville College has set as a goal the ideal of community living. We seek those who have the faith and courage and patience to work toward translating this ideal into reality. As a prospective member of the community you will be asked to consider seriously the announced purposes before making a commitment. We do not have a long list of "do's and don'ts," but as in any community, the Maryville community has established certain guidelines for itself and its members and expects you, as a member, to structure your life within the context of these guidelines. The privilege of continuing as a member of the community is dependent upon your choices in these matters.

Religious Life

Religion is very personal. The expression of religion is both personal and social. Maryville College functions on the assumption that religion and its expression are bound up in the totality of one's life. There should be no division between sacred and secular. Maryville operates on the premise that it is possible to be open to knowledge and do the truth simultaneously. An education that truly liberates involves full and free exploration.

To this end, Maryville seeks to be the kind of community where you can coordinate and integrate your intellectual, religious, social, cultural, and physical activities. However, there are certain specific opportunities planned by the Religious Life Council (a joint student-faculty-administration group under the leadership of the College chaplain) for the express purpose of providing avenues of Christian training, dialog, and service.

Sunday vesper services provide an opportunity for you to hear fellow students, faculty members, outstanding religious leaders and music by the choir and small group ensembles. New and experimental forms of worship often are used in these services. There is a special period of emphasis on the Christian faith (known as January Meetings) when the entire College community has the privilege of entering into a discussion of what it means to be Christian in today's world. Certain religious services have become a part of a rich and vital spiritual tradition: Advent Vespers, Handel's *Messiah,* the Feast of Lights, Good Friday Service, and the Easter Sunrise Service.

We invite you to join members of the community in these times of worship and to find other avenues of religious expression which have particular meaning for you.

The Arts at Maryville

Guest artists visit the campus throughout the year for a series of programs planned by a joint college-community committee. Maryville's own musicians and musical organizations including the choir, band, oratorio chorus, and orchestra present regularly scheduled recitals and concerts.

The Maryville College Playhouse presents at least three major dramatic productions during the year. You will have an opportunity to act, direct, and help in all phases of production in the excellently equipped theatre. The Playhouse also presents workshop productions and a film series. During the summer, townspeople join with the College community for a summer theatre program.

A different art exhibit is presented each month in the Fine Arts Center Gallery, offering a variety of work including that of students, faculty, local and visiting artists.

In 1967 Maryville College became one of ten institutions involved in the Affiliate Artists program. This program places young, professional artists in colleges over the nation as a creative link between performer and audience.

Maryville is only 15 miles from Knoxville where local and professional touring groups present lectures, ballets, concerts, plays and contemporary Broadway musicals. You will be free to take advantage of as many of these as your interest, time and money will permit.

Campus Activities and Organizations

Intercollegiate athletic teams play full schedules in football, basketball, wrestling, track, baseball and tennis. Intramural sports for both men and women attract a large number of students who compete individually and as members of society, dormitory, or independent teams.

The Social Events Committee sponsors dances, movies, hikes and cookouts in the mountains, and regular evenings of informal recreation for students and faculty. The tennis courts, indoor olympic-size swimming pool, and other facilities are available at scheduled times for any member of the College community who wishes to use them.

You will have an opportunity to join small groups of students, faculty, staff, and townspeople in such creative leisure activities as hiking, camping, photography, painting and sketching, folk music, drama, and crafts. These occasional common interest groups provide an avenue to extend your relationships to those outside your own everyday sphere of contact.

If you have worked on the staff of your high school newspaper or yearbook, or if you have always had the yen to do so, perhaps you will be interested in serving in some way on the staff of the weekly College newspaper, *The Highland Echo,* or the College yearbook, *Chilhowean.*

You should be able to find your place in one or more of the various student organizations:

Athletics	Women's M Club Varsity Lettermen's Club
Dramatics and Forensics	Playhouse Debate Team
Education	Student National Education Association
Music	College Concert Choir Highlander Band College-Community Orchestra Oratorio Chorus Phi Mu Alpha Sinfonia Delta Omicron
Political	Young Democrats Club
Professional Societies	American Chemical Society (Maryville College affiliate chapter)
Religious	University Christian Movement
Social Organizations	Chi Beta Kappa Phi Theta Epsilon Alpha Sigma Sigma Mu Chi (for married students)
Honor Societies	Alpha Gamma Sigma (requirements similar to those for Phi Beta Kappa) Beta Beta Beta (biology) Gamma Nu Epsilon (physics) Pi Delta Phi (French) Pi Gamma Mu (social science) Pi Kappa Delta (forensics) Psi Sigma Mu (psychology) Sigma Delta Pi (Spanish) Tau Kappa Chi (music) Theta Alpha Phi (drama)

You will find Maryville ready to listen to you and your ideas. You will discover here an open avenue to try out some experiments in living. We invite you to come and get on with your life!

WHAT YOU CAN EXPECT ACADEMICALLY

Maryville College has always served a broad spectrum of students both academically and geographically. Over the years, students have come from most of the states and a number of foreign countries, thereby offering a broad social and cultural mix. Maryville has attracted many of the nation's best students and at the same time has made it possible for average students to compete successfully in its academic program.

Each year many Maryville seniors win scholarships and fellowships to graduate schools. The academic program provides excellent preparation for graduate study; it also provides the basic requirements for many vocations which can be entered immediately upon graduation.

We're Flexible . . . But You'll Have To Study

The curriculum includes a group of courses taken by every student, referred to as the "core," which introduces every student to an essential portion of the vast store of human thought and knowledge and stimulates him to come to grips with it.

The Academic Council (a part of the All-College Council composed of students, faculty and staff) is charged with the major responsibility of developing an academic program which will encourage your intellectual and personal growth. This Council continually reevaluates the curriculum, requirements for graduation, the resources which support the learning process, and special needs of particular student groups. If an academic program is to be responsive to ever-changing needs it must be continually under review. It must remain essentially stable without becoming "fixed" and be flexible without sacrificing its integrity. During your four years at Maryville you may serve on a committee which could confirm or change academic requirements and opportunities. Our objective in the academic planning is to build a total program which will translate the goals and purposes of the College into a learning experience that is sound and at the same time imaginative and exciting—one that will challenge both faculty and students to attain the highest level of intellectual and personal excellence.

Realizing that the "knowledge explosion" has made it impossible for you to know everything, the Maryville College faculty will help you select the essentials which seem most valuable as a foundation for your life-long pursuit of learning.

You will take three courses during the 10-week fall term, one course in the 4-week interim, and three courses during each of the 10-week winter and spring terms. It works out in a simple formula, 10-4-10-10 by weeks or 3-1-3-3 by courses. During the 4-week interim, the change of both method and pace frees you from the normal class schedules and enables you to explore one subject in depth or to become involved in problem-solving activities. The summer term is divided into three 3-week sessions, and you will take one course each session, with classes meeting two periods a day, five days a week.

The curriculum also offers you the opportunity to specialize in one of the following 18 major fields or to propose your own individual major across departmental lines:

Art
Biology
Chemistry
Economics
Elementary Education
English
Foreign Languages
Health and Physical Education
History
Mathematics
Medical Technology
Music
Physics
Political Science
Psychology
Religion
Sociology
Speech-Theatre

In selecting a major you may confer with your freshman faculty advisor. Once you have decided on an area of specialization, you will consult with a designated departmental advisor.

If you feel that your needs cannot be met by one of the 18 departmental majors you are free under certain conditions to develop your own program of study in consultation with appropriate faculty members in what we call an "individualized major."

Requirements for each major are found under Courses of Instruction.

The weekly Community Issues and Values program is a supporting part of your regular course structure. Along with the entire College community you will confront crucial issues of the day in religion, politics, economics, social relations, the arts, and personal living; have an opportunity to develop values to meet these issues; and then choose a course of action.

Opportunities for Independent Study

Voluntary independent study is available to outstanding freshmen and sophomores who have at least a B average. The study may take the form of reading, experimentation, writing, or any combination of these beyond the usual course requirements.

As a junior and senior you will participate in an independent study program as a part of your major requirements. This program offers opportunity for intensive work, creativity and innovativeness

in a subject of your own choosing. The work may involve a reading program, an investigation, an experimentation, or creative writing. You will be free to work on your own, with the added benefit of a personal faculty relationship and guidance in scholarly research methods.

Environmental Education Center

Maryville College is a pioneer in both resident and day-use programs of environmental education. In cooperation with the National Park Service, Maryville College operates an Environmental Education Center in the Great Smoky Mountains National Park. It is used by more than 4,000 secondary and elementary children and their teachers each year; but a primary goal of the Center is to afford Maryville College students the opportunity to develop ecological competence and environmental awareness as they prepare themselves academically.

Off-Campus Experiences

Other opportunities for independent work are available off campus to supplement and enrich the on-campus experience. An increasing number of students are taking advantage of opportunities to study abroad during the junior year. The College cooperates in the planning of these programs and in arranging credit. Those who are interested should talk with the Dean of the College early in the sophomore year.

Several of the four-week interim term courses are held off campus. Last year 16% of the entire student body took off-campus interim courses; 8% traveled and studied in Europe. One interim group worked with the migrant labor force in the Florida orange groves, another observed the New York Stock Exchange, and still another traveled to Miami to study oceanography.

Maryville belongs to the Mid-Appalachia College Council, Inc. (MACCI), a group of 12 regionally affiliated liberal arts colleges. Because of this relationship, Maryville College students may participate in field biology work at a teaching and research center on Nor-

ris Lake and in honors seminars in biology, chemistry, and physics at Oak Ridge Associated Universities. As part of these experiences you will have the added benefit of meeting, living and working with students from other colleges.

Another off-campus offering is the Washington Semester, taken through The American University in Washington, D. C. Students participating in this program spend time in the nation's capital for a study of American national government.

Maryville recognizes the basic need for expression of individuality, and through these programs it offers opportunities for experimentation and expansion, thus providing a jumping-off place for further self-discovery.

Pre-Professional Preparation

If you plan to prepare for admission to a professional school you should select your major with this objective in view. You should decide as early as possible on the particular institution you expect to enter so that you can plan your pre-professional curriculum in that direction. The following suggestions may be helpful if you plan to specialize in one of these areas:

Engineering—The recommended curriculum is the mathematics or physics major for at least two years.

Law—Political science is the usual major, but you may want to consider the individualized major. Electives in speech are advised. Maryville is one of a small number of colleges designated to receive each year a full tuition scholarship from the University of Chicago Law School, awarded to a student nominated by the College faculty. Similar scholarship arrangements are in effect with the law schools of Tulane University and Vanderbilt University.

Library Science—The choice of the major field can be determined by your interests. You should be aware of new opportunities in specialized library work in such areas as law, medicine, music, and the sciences.

Medicine and Related Professions—Maryville College has an excellent record in the preparation of students for medical schools. Students planning to study medicine, dentistry, pharmacy, nursing, or veterinary medicine usually follow a pre-medical curriculum majoring either in biology or chemistry. Those who plan to enter medical technology will find the program outlined under Courses of Instruction.

The Ministry and Christian Education—If you plan to attend a theological seminary in preparation for the ministry or for Christian education, you may follow any one of several fields of concentration. Favored majors are English, history, psychology, religion, and sociology, with strong elective work in philosophy. The pre-ministerial student is advised to fulfill the core language requirement with French or German and to take Greek as a second language. The College chaplain or the chairman of the Department of Philosophy and Religion will be glad to confer with you.

Teaching—Prospective public school teachers should consult the education section under Courses of Instruction. Those interested in college teaching will find it helpful to discuss their plans with their major advisors and other members of the faculty.

A BIT OF HISTORY

We want to give you a look at how Maryville has come to be, not to dwell on the past by any means, but to give you a sense of how the basic character of the College was formed, and how this growth contributes to Maryville today and tomorrow.

Maryville's interest in quality education began in 1811 when Isaac Anderson, a circuit-riding, Scotch-Irish minister, became discouraged over the poverty that he found everywhere and the lack of education to overcome it. He was determined to meet these needs in Maryville, literally a "frontier" town at that time, by recruiting potential leaders from among the Appalachian people. Anderson defied the institution, the church, even the established northern seminaries, and started a school of his own. He took the long-bearded, grudgingly independent anti-nationalists right out of these Appalachian hills and jarred the complacent East into recognizing there was something to the South and the West. It was under his leadership that the Presbyterian Synod of Tennessee established in October of 1819 the Southern and Western Theological Seminary, later

to be renamed Maryville College. This effort took imaginative persons with a great belief in what they were doing, and a strong desire to free the struggling poor man by offering him opportunity for growth intellectually, spiritually, and then, hopefully, economically.

Maryville's evolution was set on its way by Dr. Anderson. He was a hard worker, a believer in high intellectual and moral standards, and he had an idea of harmony, of unity of mind and spirit that would be the beginning of the idea of Maryville.

The Civil War stopped the College's progress and divided its people, just as it did the land and the country. Through the efforts of Professor Thomas Jefferson Lamar, described as "acting-president, acting-faculty, and acting-janitor," Maryville was re-energized and began again its rapid growth.

On through time and six presidents, crises and creativity, Maryville was following that original commitment to the community—that promise to better, to build upon, and to offer chance for improvement of self. It was during these years that perhaps the first interest in the Maryville of tomorrow began. The original principles were a guide for the future, not a monument to the past. Curriculum changes included the introduction of independent study and comprehensive examinations, and the offering of more and specialized courses.

Dr. Ralph W. Lloyd, sixth president, began a long-range development program which has been continued and augmented under the leadership of the seventh president, Dr. Joseph J. Copeland.

Maryville Today

Now that you know a bit of our history, you are probably asking: But what about today? And you have a right to ask this. The present *is* what counts. The College continues to enlarge its sense of community, both on and off campus. The background and development of this process are an integral part of what Maryville is, of what you will find when you join us. Several things have made this growth possible: serious efforts of its people to live, work, and understand; extensive curriculum revision to keep pace with the demands of a fast-moving world and student body; and increasing material assets

which enabled the physical facilities to expand.

The Maryville College campus of 375 acres, at an elevation of 1000 feet, is one of unusual natural beauty. The central campus, which includes 24 buildings and several athletic fields, makes up about one third of this area. The remainder includes fields and woodlands with a picnic area and a naturally formed amphitheatre.

The main administration building, Anderson Hall, also houses the Departments of English, Philosophy and Religion, and Foreign Languages. Thaw Hall contains the Departments of History, Social Sciences and Education, and the Lamar Memorial Library. Fayerweather Hall includes the Campus Center and campus publication and organization offices.

The Fine Arts Center and Wilson Chapel, striking in contemporary design, were built in the fifties. There are three residences for men, and four for women, one including the College dining room. The new Sutton Science Center is extremely adaptable to the five sciences it houses. A modular concept of design is used to provide for flexibility and efficiency.

The newest building on campus, the health and physical education complex, was completed in the summer of 1970.

Accreditation and Relationship

Maryville is associated with many national, regional, and state organizations. Prominent among these are the Southern Association of Colleges and Schools, the regional accrediting agency; the American Association of Colleges for Teacher Education; and the National Association of Schools of Music. The College has maintained also a continuing relationship with the United Presbyterian Church in the U.S.A., but you will find faculty and students with many different denominational backgrounds and beliefs in a climate where individual choice is accepted and encouraged.

Location

Maryville is an excitingly beautiful place. It is located 15 miles from Knoxville near several mountain ranges and the Great Smoky Mountains National Park. The seasons come and stay very vividly, then move on, telling us again of the necessity and rhythm of change. The location of the College in the midst of such natural beauty offers a special opportunity for study of the environment. Maryville College operates a million dollar Environmental Education Center 22 miles from the campus at Tremont, on the Middle Prong of Little River. It is one of the few resident environmental centers located in a national park and is designed to provide a place where environmental awareness may be pursued and researched. We think that Maryville College and its surroundings provide an excellent setting for study of the environment.

You as a student and member of the community will be faced with the pressing issues of contemporary life. Hopefully, Maryville will offer you a climate where intelligent, humanistic discussion and confrontation with the issues can occur.

IS THIS THE COLLEGE FOR YOU?

If you have read this far, you should know what we are about at Maryville. You should know that we seek young men and women who are ready to assume responsibility for their own lives, both in the search for knowledge and in terms of personal behavior.

If you would like to assume this responsibility in the context of our College community, we welcome your application. We seek qualified students from diverse segments of society—geographical, socio-economic, racial, and religious.

Admission to Maryville

Admission to Maryville College is based on evidence that you, as an applicant, possess the intellectual capacity and motivation, personality, character, health, maturity, breadth of interests, and seriousness of purpose to make satisfactory progress in our living and

learning community. To help us determine your qualifications, we require a formal application, an official transcript of your high school record, scores on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the tests of the American College Testing Program (ACT), evaluations submitted by your principal, teachers and other school officials, plus information from your family physician.

Results on either the SAT or ACT may be provided through your high school or directly from the testing service. Foreign students must submit the results of the "Test of English as a Foreign Language" (TOEFL) of the Educational Testing Service.

You will be notified of action on your application when all your credentials have been received and reviewed by the Committee on Admission and Standing.

Required Secondary School Credits

1. Four years of English.
2. One year of laboratory science, such as biology, chemistry, physics, earth science.
3. Two years of algebra or one year of algebra and one of geometry.
4. One year of social studies or history.
5. At least five elective academic units drawn from the following: mathematics (excluding general mathematics and arithmetic), science, social studies, foreign languages, Bible and music theory.
6. Although a foreign language is not required for admission, it is strongly recommended. Entrance credit in a foreign language will not be allowed for fewer than two units in one language.

Advanced Placement

If you have taken college-level courses in high school and have made a score of 3 or above on the Advanced Placement Examination of the College Entrance Examination Board, you may be placed in advanced courses and granted college credit.

Campus Visits

We invite you to visit the campus. We do not require a personal interview, but it would be our pleasure to have you as guest for a weekend. Set your own date, write the Admissions Office, and we will take it from there. The Admissions Office is open daily and until noon on Saturday.

Transfer Students

If you have studied at another college or university you may apply for transfer to Maryville. You must meet the entrance requirements already listed, and submit a transcript of all previous college credit to the Admissions Office. We will credit toward graduation any recognized liberal arts courses with a grade of C or better which you have taken at another college or university. We do not give credit for correspondence work.

In order to receive a Maryville College degree, you must satisfy requirements in the major and core areas with a minimum of 10 courses taken at Maryville. Your grade average and standing will be based entirely on the courses you take at Maryville.

We are especially interested in talking with graduates of junior and community colleges who have taken liberal arts courses and plan to continue their work toward a bachelor's degree.

Since Maryville College is committed to helping you continue your education, we will be as liberal as possible in applying transfer credit to our requirements. We will carefully evaluate your transcript on an individual basis and guide you in the most satisfactory scheduling procedure.

Veterans

Maryville College welcomes veterans who would like to begin or continue their college education. Educational allowances under the G. I. Bill (including a monthly allowance for veterans who need tutorial help) make it possible for most veterans to attend college. We will make every effort to help veterans adjust to college life.

Special Students

Under certain circumstances an applicant who is not qualified for admission as a freshman may be admitted as a special student, but

not classified as a candidate for a degree. Special students who wish to become candidates for a degree have two years from the time of admission to satisfy the entrance requirements in full.

How to Apply

To apply for admission to Maryville College,

1. Write to the Director of Admissions for an application. There is a form for making this request on page 108 of this catalog.
2. Complete the application forms and submit them to the Director of Admissions, Maryville College, Maryville, Tennessee 37801, along with the nonrefundable application fee of $10.

When to Apply

You may be admitted to Maryville at the beginning of any ten-week term and should submit your application well in advance.

How Much Will It Cost?

As a student you will and should have much to do with the choice of a college. Although your parents are vitally concerned that you choose wisely, they have in all probability left the final choice up to you. Since they will no doubt expect to pay for most of your education, it is logical that they would ask: Can we afford the college you choose? We hope to give you both an affirmative answer.

Full-time resident students for the 1970-71 year pay:

Tuition and general fees	$1,350.00
Room and board	$ 850.00
Total	$2,200.00

Commuting students pay:

Tuition and general fees	$1,300.00

Part-time students pay:

Per course	$130.00

Auditors (persons not enrolled for credit) pay:

Per course	$25.00

Other Expenses

Additional fees for applied music and art, laboratory courses, student teaching, etc., will be charged as applicable.

Advance Fees

Students must make a $50 advance tuition deposit before May 1, and this deposit is deducted from the tuition due when the student completes enrollment. If a student who has paid his tuition deposit notifies the admissions office before May 1 (for the fall and interim terms), or before December 1 (for the winter and spring terms), that he wishes to cancel his reservation, the $50 will be refunded. There will be no refunds after the May 1 or December 1 deadlines.

Terms of Payment

Resident students pay $1,100, less tuition deposit, on or before September 1, then $1,100 on or before January 1.

Commuting students pay $650 less tuition deposit on or before September 1 and $650 on or before January 1. Checks should be made payable to Maryville College and mailed to the Treasurer's Office.

No deductions in charges will be made for absence at the beginning or end of the term; partial refund of board may be made under certain circumstances, but no other refund will be made. Room and board rates do not cover vacation periods or costs of off-campus interim study.

Medical Care

The College uses every possible means to protect the lives and health of its students. The College physician is available for consultation without charge and the infirmary may be used by resident students. Confinement up to five days is paid by the student health fee. Additional days are at the rate of $3 per day. The facilities of the Blount Memorial Hospital near the campus are available in cases of serious illness and a portion of the expense for students confined there is covered by the student health insurance plan. The student must pay for any other medical attention that may be required. The College cannot assume any financial responsibility for injuries or illness.

The general fee includes a premium for group hospitalization and major medical insurance which provides daily hospital benefits and surgeon's fees according to a specified schedule. Benefits apply to hospital and surgical expenses incurred during the year September 1-August 31. Further information about medical care may be obtained from the Office of Student Personnel.

Professional counseling is available to students through a field work program of the Department of Clinical Psychology of the University of Tennessee.

We Provide Student Aid

Maryville College makes every effort to aid qualified students who could not attend college without financial assistance. In determining the amount of financial aid, the College takes into consideration the student's academic achievement and promise, extra-curricular activities, and his financial need. This decision can be made only after the student has been accepted and the analysis of his Parent's Confidential Statement has been received from the College Scholarship Service.

The Student Aid Program at Maryville College is based on the conviction that the student and his family bear the primary responsibility for his college expenses. Aid from Maryville should be considered as supplemental to the family's contribution.

The primary sources of student aid are scholarships, grants, loans, and campus employment. In some cases you may be offered a combination of these sources.

Scholarships: Scholarships are available to students of superior academic ability, character and promise. The following special funds have been given to the College over a number of years and represent principal sums of $5,000 or more. The annual income from these funds is available for scholarships in amounts varying from $200 to half tuition:

Hyman and Bess Arnowitz Scholarship Fund
Orlean B. Beeson Scholarship Fund
Ernest C. Brown Scholarship Fund
Mr. and Mrs. Edward S. Cowdrick Scholarship Fund

W. R. Dawson Scholarship Fund
Lombe Scott Honaker Scholarship Fund
John L. and Elsbeth Kind Scholarship Fund
Negro Educational Scholarship Fund
Charles R. and Caroline F. Otis Scholarship Fund
Dr. James A. Padgett Trust Fund
Readers Digest Foundation Scholarship Fund
Anna Caldwell Yarborough Scholarship Fund

Additional scholarships and a program of academic prizes and awards are also available to enrolled students.

Grants: A wide variety of grants is available to students who qualify for consideration. Maryville College participates in the Educational Opportunity Grant program and seeks to serve deserving young people of creative and academic promise. The College offers competitive awards for music and art majors, open to both entering freshmen and upperclassmen. Another grant program seeks to recognize outstanding leadership ability which has been demonstrated in high school and continued on the College campus. Additional grants are available to special categories of students.

Loans: Students who wish to pay part of their college expenses on a deferred or installment basis may apply for short term loans through the College Rotating Loan Fund. Maryville College also participates in the National Defense Student Loan and Guaranteed Loan Programs which provide longer term loan assistance to qualified students.

More extended plans for installment payment of educational expenses may be arranged with commercial agencies. Maryville College cooperates with The Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022; The College Aid Plan, Inc., 1008 Elm Street, Manchester, New Hampshire 03101; and the Insured Tuition Plan, 6 St. James Avenue, Boston, Massachusetts 02116.

Employment: Part-time work for students is available in many areas of campus activities. Earnings depend upon the degree of skill and the amount of personal responsibility and time involved.

More detailed information regarding specific types of student aid may be obtained by writing the Director of Student Aid, Maryville College, Maryville, Tennessee 37801.

Living Arrangements

Much of your community life at Maryville will center around your life in the residence hall. As a freshman you will live in a "quad" consisting of a study room, four twin rooms for eight freshmen, and one single room for a junior or senior counselor. Two "quads" share the same floor lounge.

On the assumption that men and women function better on all levels when they are free to choose whether and when to be together, Maryville has a plan of room visitation. Each residence is responsible for setting its own hours for visitation within the framework of 12:30 p.m. to 11:00 p.m. Sunday through Thursday and 12:30 p.m. to 1:00 a.m. Friday and Saturday. Your guests of the opposite sex register when they come in, are escorted upstairs, and sign out when they leave. The idea of residence visitation is that you, the student, should have some measure of responsibility in arranging your own life within your residence structure.

Rooms in the Residence Halls

Rooms are reserved after the payment of the tuition deposit. These reservations will be held until noon of the first day of classes. Usually two students occupy one room; however, when space is available, a student may room alone by paying an additional fee.

All students who are away from home live in the residence halls and take their meals in the College dining room with exceptions granted only in unusual cases.

Information concerning the furnishings of each room, linen service, and the regulations governing the various residences can be found in the *Student Handbook*.

Community Standards

Maryville operates with a minimum of rules and regulations, but there are a few standards which the community considers necessary for the well-being of all its members.

- In accord with civil law, the Maryville community does not permit the transportation, sale, possession, or use of illegal drugs. The College cautions against the indiscriminate use of any stimulants and depressants which might subject you to psychological or physiological hazards.

- Historically, Maryville College has discouraged the use of alcoholic beverages. Tennessee law prohibits the sale of alcoholic beverages to persons under 21. No one is permitted to possess or use alcoholic beverages on campus or at official College functions off campus.

- Even though Maryville College is privately owned, endowed, and operated, it recognizes the right of its community members to criticize, protest, petition, and attempt to change by peaceful, constitutional and legal means any rule or regulation of the College. The All-College Council is the vehicle for this process. But the freedom to protest and petition and the freedom to teach and learn do not give license to disrupt, threaten, intimidate, or take over private property on the campus or elsewhere.

- Each member of the College community is expected to regard honesty as a personal and group obligation.

- Under most conditions sophomores, juniors and seniors are permitted to bring automobiles on campus provided they are not holding scholarships or grants based upon need and are not on disciplinary or academic probation.

- Firearms are not permitted on campus except by special permission from the Dean of Men, granted in advance.

Consider the possibilities. A great deal of challenge is here only to be discovered and followed by you, an individual in search of yourself and of patterns in your world. Hopefully, Maryville can be the stimulation for this searching process. We think you are the essential element in this search, and hope to see you involved in it with us.

THE CURRICULUM AND HOW IT AFFECTS YOU

The academic program at Maryville College is directly related to the calendar which provides its structure. On the assumption that one learns more readily and retains more of what he has learned if he concentrates on a few courses for a relatively short period of time, the present 10-4-10-10 calendar was adopted. The scheduling of vacations between terms helps to insure periods of unbroken concentration. The 9-week summer term, made up of three 3-week sessions, makes possible acceleration for those who wish to complete the requirements for graduation in less than four years.

Fall Term		Interim Term	Vacation	Winter Term	Vacation	Spring Term	Vacation	Summer Term
3 Courses		1 Course		3 Courses		3 Courses		3 Courses
10 Weeks		4 Weeks		10 Weeks		10 Weeks		10 Weeks

Normally you will take three courses during each of the 10-week terms, although as few as two or as many as four may be permitted under special circumstances. The interim term is devoted to a single course or project. Three courses may be taken during the summer term, one during each 3-week session.

The Core Curriculum

Maryville College is dedicated to the concept that liberal learning is the best foundation for a satisfying life, whatever one's profession or vocation. With this conviction in mind, the curriculum has been designed to include a "core" with a broad base in the humanities and fine arts, the natural sciences, and the social sciences. Wherever possible, interdisciplinary approaches have been incorporated into this core in order to make clearer the relationships between the various fields of learning. Emphasis is also placed on greater awareness of the non-western world, on social and political issues, and on the development of personal values.

The core includes the following courses and requirements:

English—English 105, to be taken during the fall term of the freshman year, and English 101-102, to be taken concurrently with

History 101-102 any time during the first two years. (Note: A few freshmen who present high verbal scores may be exempted from English 105 and invited to go immediately into an advanced-level, combined English 101-102–History 101-102 course.)

Fine Arts–Interdisciplinary course 201, to be taken any time during the first three years.

Foreign Language–Demonstration of intermediate-level proficiency in one modern language. The requirement may be met by examination or by completing course 202 in that language. In choosing your language you should consult the language requirements of the various majors described under Courses of Instruction.

Health and Physical Education–Six terms of activity, normally taken during the first two years.

History–History 101-102, to be taken concurrently with English 101-102 any time during the first two years.

Natural Science–Interdisciplinary course 101, to be taken any time during the first two years, and either interdisciplinary course 102 or two laboratory courses in separate fields, to be taken any time prior to graduation.

Non-Western Studies–Interdisciplinary course 301, to be taken any time during the third or fourth year.

Philosophy and Religion–Philosophy 101, to be taken any time during the first two years, and one course in religion chosen from the following list, to be taken any time prior to graduation: Religion 201, 221, 224, 315, 321, 331.

Social Science–One of the following courses, to be taken any time prior to graduation: Economics 201, Political Science 201, Sociology 201.

If you can submit evidence that you have had a strong high school preparation in the material covered by any of the core courses, you may, upon consultation with and consent of the chairman of the department in which the course falls, be admitted to specified advanced courses in lieu of the designated core course. You must complete such advanced courses within the time limits prescribed for the courses being replaced.

Areas of Specialization

In addition to the core requirements, you will do concentrated work in one area of specialization. At the end of the freshman year you will select one of the 18 departmental majors or apply for an individualized major in the area of your particular interest and concern. The major consists of 10-12 courses in the subject selected, including two courses in Independent Study, along with such related work as may be prescribed. Details regarding the departmental majors are found in the section on Courses of Instruction.

The individualized major is designed for those students whose personal or vocational needs cannot best be met through a departmental major. It is not a generalized, unstructured approach to education but an opportunity for certain students to fulfill clearly defined objectives. The same requirements as to number of courses, related work, and Independent Study apply as in the case of departmental majors, but the courses may be drawn from more than one department. Each program is evaluated individually by a faculty committee. An advisor from one of the departments in which course work is to be done is appointed for the student. No restriction in principle is placed upon the individualized major so long as the program proposed is educationally sound and can be fulfilled within the limitations of courses offered in the present curriculum.

With the exception of Independent Study, only courses in which you make a grade of C or above may be counted toward your major.

Community Issues and Values

The Community Issues and Values series, which seeks to involve the entire College community in crucial issues of the day and with the kinds of values with which those issues may be dealt, is an integral part of the academic program and credit is given for attendance at the weekly programs. One unit of credit is assigned for thirty periods of attendance; three units are required for graduation.

Grades and Standing

Grades and quality points are recorded as follows:

A, *Excellent,* 4 quality points per course
B, *Good,* 3 quality points per course
C, *Satisfactory,* 2 quality points per course
D, *Passing,* 1 quality point per course
F, *Failed,* no quality points
WF, *Withdrew Failing,* no quality points

The grade point average is computed by dividing the total number of quality points by the number of courses for which the above grades were earned (except that a course which is repeated is counted only once).

The following grades are given in special situations and do not affect the grade point average:

S, *Satisfactory* (= *C or above*)

U, *Unsatisfactory*
Grades of S or U are given for interim courses. At your option, S or U may be given for Independent Study and for not more than one elective course per year.

I, *Incomplete*
The course was not completed for reasons beyond your control; becomes an F if the work is not carried to completion before the end of the following term.

W, *Withdrew*
Permitted to withdraw from the course in good standing.

A student with a cumulative average below 2.0 (average of C) may be placed on academic probation, restricted in the course load he may carry, or suspended from the College for a minimum of one term, at the discretion of the Committee on Admission and Standing.

As a freshman you must pass at least two courses by the end of the interim term, at least four by the end of the winter term, and at least seven by the end of the spring term to be eligible for re-enrollment the following term. Thereafter you must pass at least two courses each term to remain eligible to continue.

Requirements for Graduation

The College will confer the degree of Bachelor of Arts when you have:

(1) completed all requirements, including core courses, major and related work, and three units of Community Issues and Values;

(2) passed a comprehensive examination on your major work; and

(3) achieved a cumulative average of 2.0 on all work undertaken, *or* achieved a grade of C (or S) or above for at least 40 academic courses.

A new program leading to the Bachelor of Music degree will be instituted in 1971-1972. Requirements for this degree will be announced in the fall of 1970.

Degrees are formally conferred at the annual Commencement at the close of the spring term, although requirements may be completed at other times during the year.

Comprehensive Examinations

In the final term of the senior year you must pass a comprehensive examination in your major field as one of the requirements for the degree. Appropriate field tests of the Undergraduate Record Examination are included as a part of the comprehensive examination in major fields for which they are available. The purpose of the comprehensive examination is to encourage you to develop retentiveness and to integrate the subject matter of your field.

A quality point equivalent is established for each grade level on this examination and your performance on it becomes a part of your total record. A grade of A earns 4 quality points; B, 2; C, no quality

points. A grade of D calls for a deduction of 2 quality points; a grade of F requires a reexamination at a subsequent regularly scheduled examination period. No more than two reexaminations are permitted, and a passing grade must be attained within two years of the first attempt.

Planning a Schedule of Courses

Ordinarily you will plan your entire year's work and register only once during the year, with the privilege of making changes at the beginning of each term. All matters relating to registration are handled in the Registrar's Office. Those who register or make changes after the designated dates are charged an additional fee.

Classes are scheduled in 70-minute periods five days a week, Monday through Friday. Most courses meet three times per week, but the number of sessions varies somewhat according to the requirements of particular courses as determined by the individual departments.

Registration for the interim term takes place in the fall, except for overseas courses for which arrangements must be made farther in advance. Scheduling during the interim term is more flexible than in other terms because you will take only one course and in most cases work more independently than in other courses.

Attendance

You are expected to make your personal contribution to the intellectual, religious, and social experiences of the College community through regular attendance at classes and the Community Issues and Values Program.

You are responsible to the faculty member concerned for your class attendance and participation. Specific requirements for each course will be determined by the instructor and announced to the class at its first meeting each term.

Attendance will be recorded at Community Issues and Values meetings, and credit will be assigned on the basis of attendance.

English Proficiency Examination

One of the marks of an educated person is his ability to communicate effectively in writing; therefore you constantly will be encouraged to develop proficiency in the use of written English. Special laboratory opportunities are available for those who need to correct deficiencies.

A proficiency test in English is given to all juniors each year during the fall term. Each student is asked to write a 500-word essay on a topic chosen from a group of topics of current interest. The paper is read by two or more members of the English staff, who consider its organization and structure, its grammatical correctness, and its overall literary quality. Those whose writing is not satisfactory will be required to do further work in the English laboratory until they have attained an acceptable level of competence.

Dean's List

Soon after the end of each ten-week term, the Dean's Office publishes the Dean's List. It contains the names of the students who in that term achieved a standing of 3.25 or above in all work undertaken, with no grade below C.

Freshman-Sophomore Honors Program

Students of superior ability and excellent overall scholarship may carry an independent study in courses of freshman and sophomore level in the spring term of the freshman year and in any or all terms of the sophomore year. To be eligible for freshman or sophomore honors work you must have a standing of at least 3.0 on all college work taken up to the time of entering an honors course.

The honors work consists of independent study considerably beyond the usual materials and requirements of the course to which it is applied. It may take the form of reading, or writing, or experimentation, or any combination of these, as specified by the teacher, within the honors requirement set up by the department to which the course belongs.

Upon satisfactory completion of the honors work, with a grade of at least B on the entire course, the designation "Honors" for the course is added to the student's permanent record. Those eligible for the honors program should consult the Registrar's Office for additional information.

Graduation Honors

The distinction of *Magna Cum Laude* is conferred upon each graduate who has completed twenty or more courses at Maryville College and has attained for the full college course a standing of 3.8 for all work undertaken. The distinction of *Cum Laude* is conferred upon each graduate who has completed twenty courses or more of work at Maryville College and has attained for the full college course a standing of 3.3 for all work undertaken.

Transcripts of Credit

Upon authorization by the student, an official transcript of the credit earned at Maryville College will be issued by the Registrar to any designated individual or institution. Transcripts will be issued only after all accounts have been satisfactorily settled. No charge is made for the first transcript when issued in the form adopted by the College. For each additional copy a prepayment of $1.00 is required.

COURSES OF INSTRUCTION

The course descriptions on the following pages begin with the interdisciplinary courses, followed by a description of the interim courses, then the course offerings of the individual departments, listed alphabetically. The term "course" at Maryville College is used as a unit of measurement. All courses are equal in credit and are designed to occupy approximately one-third of a student's time during a ten-week term. The interim course, which occupies the student's full time for a four-week term, carries the same credit as one ten-week course. For purposes of comparison with more conventional units, each course may be regarded as the equivalent of 3 or 4 semester hours.

The courses in each discipline are numbered to indicate their level of advancement: "100" courses are of freshman rank; "200" courses are of sophomore rank; "300" courses are of junior-senior rank; "400" courses are open only to seniors. Course numbers written together joined by a hyphen (101-102) indicate continuous

courses, not to be taken in reverse order or one without the other. Course numbers separated by a comma (201, 202) indicate two-term courses with some continuity. They may be taken one without the other or in reverse order, though it is usually more satisfactory to take them in the proper sequence.

INTERDISCIPLINARY COURSES

101. Science Thought
The development of modern concepts of science and their impact on civilization.

102. Science Fundamentals
Those concepts which are the foundation of all science.

Science 101 and 102 are team-taught by the staffs of the Departments of Biology, Chemistry, Mathematics, and Physics. The materials are presented through lecture, discussion, demonstration, and laboratory experience.

201. Fine Arts
A course designed to acquaint students with the various media of artistic expression and to confront them with the nature and meaning of the aesthetic experience.

208. Computer Programming
The operation of a digital computer and programming techniques in BASIC, BII, and Fortran. Mathematical or statistical background desirable.

220. A Survey of Blackness in America
The Black American's experience from slavery to the present, interpreted through the disciplines of history, sociology, psychology, religion, literature, and the arts.

301. Non-Western Studies
A course which takes into account the growing need for a more informed and intelligent understanding of the non-western world. Focus each year on the history, culture, and contemporary problems of one specific area of Asia or Africa. In 1970-71 the focus will be on India.

INTERIM COURSES

A variety of interim courses will be offered each year, the subjects determined by the special interests of the students and faculty members involved. A full description of these courses is contained in the booklet issued annually by the Interim Committee and distributed to all students at the time of registration. Most of these courses involve research, writing, and seminar presentations on campus, but a number of them include travel away from the campus, in this country or abroad. The latter usually involve some additional expense for those electing them.

Interim courses are numbered "100," "200," "300," and "400" to indicate the classification of the student at the time he takes the course. An interim course in psychology taken during the sophomore year, for example, will be designated Psychology 200. At least one interim course must be taken in a field outside the student's major. All senior interims are in the major field; they may be individualized reading programs, seminars

with other seniors in that discipline, independent research in the library or laboratory, field work experiences, or whatever the student and his advisor consider most profitable.

Interim courses planned for 1970-71 include the following:

* In Search of King Arthur: A Study Tour of England Based on the Arthurian Legend

* The World of the Bible: A Study Tour of the Mediterranean World

* The People and Economy of the Southern Appalachians

Fascism: Rightist Extremist Politics

The Contemporary Scene in Africa

* Unusual Psychological Phenomena

Winston Churchill: The Function of the "Great Man" in History

"Things That Go Bump in the Night": Literature and Myths of the Occult

* Urban Education

Byron and Shelly: Expatriates

The Spirit of Mathematics

Physics for the Artist

* Animal Behavior

Geomorphology

The Contemporary Search for Patterns of Transcendence

* Structure and Color in Art Media

**Includes off-campus or overseas study or field trips.*

ART

ASSISTANT PROFESSORS BUNSE and SWENSON

The study of art at Maryville must, by its very nature, be a highly personal experience. Courses are offered in basic areas, but the student's development in artistic understanding and expression will depend upon self-discipline and independent effort.

Major in art: 10 courses, including at least four in art history and four in various studio media. The student's individual needs and interests will determine the specific course requirements. The requirement in foreign languages may be met with any language. Art majors planning to teach in the public schools will need to schedule as electives the courses required for certification.

Art History

215. Ancient and Medieval Art
A study of the painting, sculpture, and architecture of the ancient and medieval periods.

216. Renaissance Art
A study of the pictorial art, sculpture, and architecture of the Renaissance as it occurred in Italy and Northern Europe.

315. 17th and 18th Century Art
The development of art from the 17th century Dutch painters to the beginning of the 19th century.

316. Contemporary Art
A study of the visual arts beginning in the mid-19th century and continuing to the present. The emphasis will be on the experimentation of the 20th century.

319. Visual Theory and Art Criticism
A seminar involving creative work and talking about it. Development of critical facility and communication.

Studio Art

201. Drawing and Composition
Emphasis on basic drawing skills and introduction to the basis of sound design necessary for work in all media. Prerequisite to other studio art courses.

202. Printmaking
An introduction to the printing process of the artist. Working with intaglio, relief and planographic media.

301. Ceramic Sculpture
An introduction to ceramic material and the development of form in three dimensional space.

302. Painting
An introduction to the use of color and the painting media.

303. Advanced Studio
A flexible course designed to allow the student the experience of a second, more intensive term in drawing-painting or ceramic sculpture.

351-352. Independent Study in Art
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Art Education

208. Elementary Art Education
This course will provide a background in art and art teaching methods for those preparing to teach in the elementary school. Not to be counted toward a major in art.

308. Secondary Art Education
This course, designed for art majors preparing to teach in public schools, will provide experiences in art activities best suited for high school students. Not to be counted toward a major in art.

In addition to the courses listed above, private and class applied art studio will be offered in the various art media according to the needs of the students and the instruction available. The instruction will be on a non-credit, fee basis. The various art media offered will be drawing, painting, ceramics, sculpture, and printmaking.

Prospective art majors should begin taking applied art studio courses during their freshman year.

BIOLOGY

PROFESSOR SHIELDS and ASSISTANT PROFESSOR RAMGER

Major in biology: The sequence and course plan for the major in biology will be determined for the individual student as he prepares his program of study with his major advisor. Requirements in the related fields of mathematics, physics, and chemistry will also be determined on an individual basis. Competence in one foreign language is required.

201. Genetics
A study of the basic concepts of heredity. Gene action as it relates to cell differentiation and evolution of living things.

203. Spermatophyta
A study of the evolution and classification of the seed plants. Emphasis on local flora.

204. Monera and Protista
A study of bacteria and related forms. Stress on laboratory techniques.

205. Invertebrata
A study of the classification and distribution of principal invertebrate groups.

209. Biology of the Environment
A field-taught course in environmental awareness, presenting the basic ecological principles and biotic patterns. Primarily for majors in elementary education, but may be elected by others. Does not count toward the major in biology.

302. Vertebrata
A study of the evolution, classification, and distribution of the principal vertebrate phyla.

303. Cytology
A detailed study of the cell as a unit of structure and function.

305. Developmental Biology
A study of the factors of morphogenesis in plants and animals.

310. Field Biology
Any course taught at the Mid-Appalachia Field Biology Teaching and Research Center on Norris Lake.

351-352. Independent Study in Biology
Independent research is the privilege of all majors. Each student designs and carries out a unit of research in an area of his choice and prepares a paper as for publication in a scientific journal.

401. General Physiology
A study of the basic physiological processes in plants and animals.

402. Ecology
A study of ecological principles as they relate to the distribution of plants and animals. The Great Smoky Mountains National Park and the lakes of the Tennessee Valley Authority serve as the laboratory.

CHEMISTRY

ASSOCIATE PROFESSOR YOUNG, ASSISTANT PROFESSORS OGREN and RICHARDSON

The curriculum in chemistry follows a topical organization rather than the usual pattern of the conventional subject-matter fields such as inorganic, organic, analytical, and physical. The purpose of this topical pattern is to emphasize the nature of theories which help to organize chemical thinking rather than the packaging of information into the separate subject-matter fields. In this manner the curriculum can be more flexibly focused on the relationships which are fundamental to a good understanding of chemical principles. An additional aim of this curricular pattern is to place a continual emphasis on the theory, limitations, and usefulness of analytical techniques as they are used to help answer chemical questions instead of teaching them separately in pure analytical courses. In all courses laboratory work is carried out in an open-ended project fashion so that students have the opportunity to plan their experimental work as well as to perform it.

A program of chemical study in line with the goals outlined above and the courses detailed below will provide excellent preparation for graduate study in chemistry or related fields, as well as serving as a foundation for the teaching of chemistry in high schools or for enrollment in a medical school program (with additional courses in biology).

Major in chemistry: 10 courses, including Chemistry 351-352. Related courses required for the major in chemistry: 6 courses in the fields of physics and mathematics, the courses varying according to the background and ability of the student. The language requirement will be taken in German or French, with German preferred.

201. Periodicity
A study of the periodic classification of the elements with emphasis on similarities and dissimilarities in properties and behavior, electronic configuration, and stable valence and oxidation states. Laboratory work deals with the separation and identification of ions by techniques which include chromatography and complex ion formation.

202. Equilibrium
Chemical equilibrium is approached through the concepts of free energy changes and the law of mass action. Major emphasis is placed on the solution of problems in general chemical equilibrium as well as the following areas of ionic equilibria: acid-base, solubility, complex ion and oxidation-reduction. The laboratory work is directed toward the determination of equilibrium constants and volumetric analyses.

203. Chemical Synthesis I
A systematic approach to the methods of chemical synthesis. Two areas are covered: (1) compounds which do not contain carbon, and (2) compounds of carbon and hydrogen. The synthesis of a wide variety of representative compounds is to be accomplished in the laboratory.

301. Chemical Synthesis II
This second course in synthesis involves a functional group approach to the preparation of organic compounds. Laboratory work is directed toward the application of synthetic methods as well as qualitative tests for the identification of functional groups.

302. Spectroscopy and Structure
A study of the effects of electromagnetic radiation on chemical molecules with a view toward the deduction of the structure of the molecule in question. The major classifications of the electromagnetic spectrum included are radio, infrared, visible, ultraviolet, X-ray, and cosmic. Nuclear magnetic resonance, infrared, ultraviolet, and mass spectroscopy are studied as specific applications of these types of energy probes. Laboratory work includes the use of spectroscopic techniques.

303. Mechanisms and Kinetics
A study of chemical kinetics and the way in which it supplies information concerning mechanisms of chemical reactions (i.e., substitution, elimination, addition, etc.). Included are topics of collision theory, transition state theory, general and specific catalysis, isotopic labeling, and stereochemistry. A series of representative examples of mechanistic pathways are studied, using a wide variety of techniques. Kinetic data is gathered on each reaction.

351-352. Independent Study in Chemistry
A two course sequence under the supervision of one of the staff members. The work involves a combination laboratory-library approach to the solution of an original research problem.

401. Chemical Bonding
The topics of quantum theory, molecular orbital theory, valence bond theory, and resonance are presented in a more rigorous treatment than in previous courses, with particular reference to transition and metal complexes and aromatic systems. Laboratory work is to be performed on special techniques and methods of analysis on compounds discussed in the course.

402. Thermodynamics
The laws of thermodynamics are studied in respect to origin and application to exact relationships between energy and properties of chemical systems. Application is made to states of matter, solutions, and various types of phase equilibria. The work in the laboratory involves the study of systems which emphasize the concepts studied in the course.

ECONOMICS

ASSISTANT PROFESSOR HILEMAN

The study of economics at Maryville is in the liberal tradition of the search for meaning in man and society. Nevertheless, it has many practical aspects. An economics major should be well-equipped to enter business either directly or through an on-the-job training program; to pursue graduate study in economics, the other social sciences, business, law, or theology; or to enter a career in government service, teaching, journalism, etc.

Major in economics: 10 courses, including 201, 302, 321, 322, 351-352. Related courses required for the major in economics: History 221 or 222; Mathematics 101 or 102 and 209; Political Science 201; and Sociology 201. Although calculus is not required, students are encouraged to take at least one course. Those planning graduate study should take additional courses in mathematics as their schedules permit.

Certificate in Business Program

Recognizing the vocational interest of many students, the Certificate in Business program has been established within the Department of Economics. It is designed to lay a foundation for a career in business or for graduate study in business administration for those who want this specialized preparation within the context of a liberal arts curriculum.

Major in economics—Certificate in Business program: 10 courses, including 201, 302, 321, 322, 331, 332, 351-352. Related courses: Mathematics 101 or 102 and 209; Economics 215, 216 (Accounting); Interdisciplinary course 208; and at least two of the following: Political Science 201, Sociology 201, Psychology 321. Although calculus is not required, students are encouraged to take at least one course.

The Certificate in Business program will be enhanced by special interim courses designed to give insight and experience in some area of business, by field work in the business world related to the required Independent Study, and by a seminar-lecture series which will bring to the campus distinguished members of the business community.

201. Principles of Economics
An introduction to the subject of economics, emphasizing the basic concepts and the fundamental logic of economics.

202. Social Problems in Contemporary Society
An interdepartmental social science course focusing on important problems of society. The course is designed to show the complex social, economic, and political forces which are at the base of most problems in society, and to help the student recognize and analyze these problems objectively. Identical with Political Science 202 and Sociology 202.

215, 216. Principles of Accounting

301. The Development and Methodology of the Social Sciences
Historical development of the social sciences with a consideration of their present state. Consideration of the methodology used in economics, political science, and sociology. Identical with Political Science 301 and Sociology 301.

302. Organization Theory
An introduction to the theory of formal organization, including a study of classical and contemporary treatment of the subject. Topics to be covered include organization structure, bureaucratization, conflicts of goals, etc. Identical with Political Science 302.

321. Microeconomic Theory
A survey of price theory. Special attention to the analysis of consumer demand, the theory of production, and the demand for factor units: the nature and behavior of cost, price, and output. Prerequisite: Economics 201 and four additional courses, or permission of the instructor.

322. Macroeconomic Theory
A survey of aggregate economic theory including both the classical and Keynesian systems. Analysis of the role of government and the institutional framework under which it operates will be included. Prerequisite: Economics 201 and four additional courses, or permission of the instructor.

331. Government and Business
A study of the economic, legal, and political relations between business and government.

332. Labor
A study of labor emphasizing the development, structure, and functions of labor unions and the role of public policy. Economic factors in wage determination are also considered. Prerequisite: Economics 201.

341. International Economics and Economic Development
A survey of the international economic interactions with special attention to the underdeveloped economies and their hope for development.

342. Seminar: Selected Topics in Economics
A seminar course which focuses upon timely topics in the field of economics not covered in other departmental course offerings. Subject matter will vary from year to year. Prerequisite: Economics 201 or permission of the instructor.

351-352. Independent Study in Economics
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in economics. Ordinarily taken in the fall and winter terms of the senior year.

EDUCATION

PROFESSOR HAFNER, ASSOCIATE PROFESSOR SHERER, ASSISTANT PROFESSORS FOSTER and PUROFF, MR. BEHEL

Teacher education at Maryville College is an interdepartmental function, the responsibility of the College as a whole and not of the Department of Education alone. The program of preparation for teaching combines liberal arts courses, specialized studies, and professional training.

Students interested in being certified to teach should apply for admission to the teacher education program after completing their first year of college work. Application may be secured in the Department of Education office.

Requirements for teaching certificates vary considerably from state to state. The elementary and secondary teacher education programs at Maryville College are designed to meet certification requirements in Tennessee and most other states, but the completion of the requirements for a degree at Maryville does not automatically qualify a student for a certificate in a particular state. Information about specific state requirements may be obtained in the Department of Education office. Applications for certificates should be filed with the Registrar, who is the certifying officer of the College.

Elementary Education

Major in elementary education: Education 208, 211, 321, 322, 323, 331, 351-352. Related courses required for the major in elementary education: Art 208, Biology 209, English 208, Mathematics 206-207, Music 306, Physical Education 331, Psychology 201, 211, Sociology 303. Other requirements: *Weekly seminar*—In the senior year, students participate in a weekly seminar during each of the 10-week terms in addition to their regular course work. *Handwriting*—A correspondence course in handwriting must be completed by the end of the senior year. (No academic credit is given for this course.)

Secondary Education

Professional requirements: Education 208, 211, 301, 303, 332. The student should major in the subject he wishes to teach. Maryville College offers the following teaching fields: art, Bible, biology, chemistry, English, French, German, health and physical education, history, mathematics, music, physics, political science, sociology, Spanish, and speech.

There are special requirements for certification in art, music, and health and physical education for grades 1-12. Information may be obtained from the departments concerned.

Student Teaching

One term of the senior year is devoted to student teaching in one of the area elementary or secondary schools under the direction of the classroom teacher and the College supervisor of student teaching (and in the case of secondary teachers a supervisor from the teaching field). A minimum of 300 hours is spent in observing, assisting, and teaching, and in individual and group conferences. Associated with student teaching is a required program known as the "September Experience," in which the student visits an elementary or secondary school for five days at the beginning of the school year.

Formal application for student teaching must be made by May 1 of the junior year. There is a $30 supervisory fee for student teaching.

General Education Courses

208. Foundations of Education
Historic and philosophic foundations of modern Western education from its beginnings in Classical Greece to the present. Identical with History 208.

211. Educational Psychology
Consideration of the physical, social, and psychological factors which underlie and influence the learning process. The responsibility of the home and school in mental, physical, emotional, social, moral, and spiritual growth. Some study of educational testing and measurement and the interpretation of educational and psychological data. Prerequisite: Psychology 201.

Elementary Education

321. Curriculum and Social Studies in Elementary Education
A study of curriculum development reflecting societal changes, knowledge of research, learning, and child development. Concentration on educational objectives, instructional procedures and materials, and methods of evaluation. Resource and teaching units developed and used in an elementary classroom.

322. Science, Health, and Mathematics in Elementary Education
A study of planning developmental learning experiences to promote growth in knowledge, interest, and appreciation of the broad areas of the physical and biological environment. A study of specific understandings and skills needed to provide instruction in current elementary mathematics in grades 1-9. Course oriented toward instructional experiences which foster discovery of mathematical concepts and provide differentiation of instruction. Weekly observation and participation in public school classrooms.

323. Reading and the Language Arts in Elementary Education
A study of comparative approaches to language arts instruction which are skill-oriented and goal-directed. Emphasis on differentiation instruction to enrich and extend language experiences in grades 1-9. Weekly observation and participation in public school classrooms.

331. Student Teaching in the Elementary School
Teaching experience in an elementary school classroom. Prerequisites: Education 211, 321, 322, 323.

351-352. Independent Study in Elementary Education
Individual study, with the guidance of a faculty supervisor, involving command of

the forms and usages of the formal paper. Required for the major in elementary education.

Secondary Education

301. Principles of Secondary Education
Principles of teaching in the secondary school with particular emphasis on curriculum, guidance, and the teacher's role in the community. Weekly observations in secondary school classrooms.

303. Methods in Secondary Education
The techniques of high school teaching, including methods, materials, guidance, classroom management. Demonstration and use of educational media. Ordinarily taken concurrently with Education 332.

332. Student Teaching in the Secondary School
Teaching experience in a secondary school classroom. Prerequisites: Education 211, 301.

ENGLISH

PROFESSORS BLAIR and JACKSON, ASSOCIATE PROFESSOR BUSHING, ASSISTANT PROFESSORS CATE and FOWLER, MRS. BECK

Major in English: 10 courses above 101-102 and 105, including 311 and 351-352. Students who plan to teach English in high school are advised to take American Literature. Required related courses: History 211, 212. Recommended related course: Philosophy 201 or 202. The requirement in foreign languages will be met preferably with French or German, especially for students planning to go to graduate school, but another language may be taken for reasons acceptable to the major advisor.

In addition to its regular course work the department maintains an English laboratory which affords special assistance to students who need it. This laboratory has a two-fold purpose: first, to offer service to students of all classifications who desire help with organization or mechanics to improve their writing ability or in connection with the composition requirements of any course; second, to give tutorial or small-group instruction to freshmen and other students who are referred to the laboratory by an instructor because of deficiencies in their use of written English. The laboratory operates in all three 10-week terms.

101-102. Western World Literature
A two-term course designed to afford considerable opportunity for writing and discussion and to develop acquaintance with and appreciation of some of the world's literary masterpieces in English translation and a selection of outstanding English and American literary works up to about 1940. To be taken concurrently with History 101-102.

105. Composition, Research, and Twentieth Century Readings
Study of contemporary selections as literature and as materials for instruction in organization, research method, and composition. Required of all freshmen in the fall term except as noted under "Core Curriculum."

208. Children's Literature
A course designed to acquaint students with literature for children, its authors and illustrators. Attention to criteria for selecting books, stories, and poems to meet basic and individual needs of children. Not to be counted toward the major in English.

221. American Literature to 1900
A brief survey of the Colonial Period, followed by attention to such authors as Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain, and James.

311. Introduction to the Study of Language
The history and growth of the English language. The general processes of semantics with some attention to grammar and modern linguistic study.

331. English Literature of the Middle English Period
Emphasis on Chaucer.

332. English Literature of the Elizabethan Period
Emphasis on Shakespeare.

333. English Literature of the Seventeenth Century
The prose and poetry of the seventeenth century to Dryden; emphasis on Milton.

334. English Literature of the Eighteenth Century
Reading and study of materials of the Neo-classical Period; special attention to the writings and influence of Dryden and Pope; reading in such prose writers as Addison, Steele, Defoe, Swift, Johnson, Boswell.

335. The Romantic Period in English Literature
Emphasis on the major Romantics.

336. English Literature of the Victorian Period
The literature of the Victorian Age against the backdrop of social, scientific, and philosophic developments of the nineteenth century: Carlyle, Tennyson, Browning, Ruskin, Arnold, and others.

341. Seminar: Literary Genres
Drama (341a) and the Novel (341c) to about 1900 and Literary Criticism (341b), in rotation.

342. Seminar: Twentieth Century Literature
Drama (342a), the Novel (342b), and Poetry (342c), in rotation.

351-352. Independent Study in English
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in English. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

FOREIGN LANGUAGES

PROFESSORS COLLINS and STINE, ASSISTANT PROFESSORS CARTLIDGE, LUKNER, MARTIN, and RODRIGUEZ, MRS. MEYER-PLATE

The study of foreign languages offers an enriching experience in new means of communication and thought and in cultural patterns different from our own. At the same time it involves the acquisition of specific language skills more and more useful in a closely interrelated world.

Major in foreign languages: 10 courses above 101-102 in one language (French, German, or Spanish), or 8 courses above 101-102 in one language and 4 courses in a second language. All majors are encouraged to study abroad for a semester or longer; courses taken in a foreign institution will be credited toward the degree from Maryville.

Credit is not given for courses 101-102 unless followed by 201-202, except that a student who has completed his core requirement in foreign language with an average of C or better may receive credit for the satisfactory completion of one year of a second language. (This limitation does not apply to Greek.)

The audio-lingual approach is used in the elementary and intermediate modern foreign language courses; the 48-position language laboratory offers the opportunity for listening and speaking practice. Advanced courses are conducted in the foreign language.

French

101-102. Elementary French
Basic speech patterns and grammatical structure.

201-202. Intermediate French
Expansion of reading skills.

301. Conversation

302. Advanced French Grammar

311, 312. Survey of French Literature
The principal works of French literature from the Middle Ages to the present.

321. The Classical Period

322. Eighteenth Century French Literature

323. Nineteenth Century French Literature

331. Contemporary French Drama

332. Contemporary French Novel

351-352. Independent Study in French
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

German

101-102. Elementary German
Basic speech patterns and grammatical structure.

201-202. Intermediate German
Expansion of reading skills.

301. Conversation

320. Introduction to German Literature

321. German Classical Period

322. German Romanticism

323. Nineteenth Century

331. Modern German Prose

332. Modern German Drama

351-352. Independent Study in German
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Greek

101-102. Elementary Greek
Vocabulary, inflection, syntax; practice in reading and writing Greek.

201, 202. Reading and Interpreting the Greek New Testament
The characteristics of koine Greek. Translation and interpretation of selected portions of the Greek New Testament. Elements of textual criticism. Syntactical and lexical studies.

Russian

101-102. Elementary Russian
Fundamental speech patterns and grammatical structure.

201-202. Intermediate Russian
Reading of selected Russian texts.

Spanish

101-102. Elementary Spanish
Basic speech patterns and grammatical structure.

201-202. Intermediate Spanish
Expansion of reading skills.

301. Conversation

302. Advanced Spanish Grammar

311, 312. Survey of Spanish Literature
Spanish literature from **Poema del Cid** to the present.

321. Cervantes
Don Quixote and other works.

322. Classical Drama
Dramatists of the Golden Age.

331. Contemporary Spanish Drama

332. Contemporary Spanish Novel

351-352. Independent Study in Spanish
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

HEALTH AND PHYSICAL EDUCATION

ASSOCIATE PROFESSORS BAIRD, J. DAVIS, and LARGEN;
ASSISTANT PROFESSORS C. DAVIS, KARDATZKE, and TOMLINSON

The physical education program at Maryville is designed to encourage the active participation of every student. Satisfactory completion of six terms of activity is required for graduation. In the first three of these terms all students take fundamentals, a team sport, and swimming. For two of the remaining terms each student chooses an activity in which he wishes to develop a high degree of proficiency, selected from handball, golf, tennis, and aquatics. The other term he is free to choose any of the activities offered at that time: swimming, fencing, handball, gymnastics, badminton, wrestling, dance, or tennis.

The following Red Cross courses are also offered: Swimming, Life Saving, Water Safety Instructor, Advanced First Aid, and First Aid Instructor.

Major in health and physical education: 5 courses in health and 5 courses in physical education above the 100-level, including 351-352. Related course required for the major in health and physical education: Psychology 201. The core requirement in foreign language may be taken in any language. Students who plan to teach health and physical education should take also the courses required for teacher certification.

Health

101. Living
A course designed for the individual to understand himself and the health issues facing him such as drugs, alcohol, sex, and environmental health problems.

211. Safety Education and First Aid
A course designed to promote safety consciousness and to give a practical working knowledge of safety procedures and Red Cross first aid technique.

219. Anatomy of the Human Body
Fundamentals of human anatomy.

220. Physiology of Muscular Activity
Functions of the body in muscular work; physiological aspects of fatigue, training, and physical fitness. Prerequisite: Health 219.

221. Analysis of Human Motion
Action of muscles involved in fundamental movements, calisthenics, sports, and gymnastics. Prerequisite: Health 220.

311. School and Community Health
The basic principles of health, disease, nutrition, and sanitation as they relate to the school and the community. Attention is given to the development of the school and community program.

Physical Education

102. Foundations in Health, Physical Education, and Recreation
This course is designed to afford both a comprehensive survey for the general student and a foundation for the major in this area. It gives attention to the basic philosophical, historical, biological, psychological, sociological, and political foundations of the areas of health, physical education, and recreation.

331. Leadership in Activities: Elementary School
Attention to developing leadership in elementary physical education activities.

332. Leadership in Activities: Secondary School
Attention to developing leadership in team and individual sports, gymnastics, and dance at the secondary level.

333. Athletic Coaching
Fundamentals and techniques of team sports (333a) and individual sports (333b).

334. Curriculum and Measurement
Study of aims, objectives, program activities, and results in the physical education curriculum. Fundamental principles of evaluation in health and physical education, including accepted tests for classification, neuromuscular proficiency, capacity, and knowledge.

351-352. Independent Study in Health and Physical Education
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Intramural Athletics

Extensive intramural athletic programs are conducted for men and women. Men's activities include flag football, soccer, basketball, volleyball, softball, golf, tennis, swimming, wrestling, track, horseshoes, badminton, and ping-pong. The women's intramural program is based on a point system of awards through tournament participation in team and individual sports, hiking, swimming, and bicycling. All students are encouraged to participate in the intramural programs.

Intercollegiate Athletics

The College is represented by intercollegiate teams in football, basketball, baseball, wrestling, tennis, and track. Control of intercollegiate athletics is vested in the same body within the College which shares in the control of the total academic life. As a member of the National Collegiate Athletic Association, the College is guided in its intercollegiate program by the standards and eligibility regulations of the Association.

HISTORY

PROFESSOR WALKER, ASSOCIATE PROFESSORS LEWIS and PARKER, ASSISTANT PROFESSORS KRATZ and MCNIELL

History is a humanistic discipline. The study of history aids the student in achieving a sense of perspective and in gaining a view of man in his complexity. It offers a release from presentism through exposure to other epochs and other cultures. The major program in history at Maryville College provides a basis for graduate study or for secondary school teaching, as well as serving as a valid preparatory major for law, the ministry, or public service.

Major in history: 10 courses above 101-102, including 211, 212, 221, 222, 321, 332, 351-352. Related courses required for the major in history: 3 courses to be chosen from Economics 201, English 221, Philosophy 201, 202, Political Science 201, Sociology 201. French or German is recommended to fulfill the language requirement, although another language will be accepted.

101. History of Western Civilization
A survey of institutions, science, thought, and culture of Western civilization to 1648. To be taken concurrently with English 101.

102. History of Western Civilization
A survey of institutions, science, thought, and culture of Western civilization from 1648 to the present. To be taken concurrently with English 102.

208. Foundations of Education
Historical and philosophic foundations of modern Western education from its beginnings in Classical Greece to the present. Identical with Education 208. Not to be counted toward a major in history.

211, 212. English History
Political, economic, social, and cultural development of British civilization from the beginning to 1945.

221. History of the United States to 1865
Emphasis on the colonial experience, struggle for independence, federal period, trans-continental experience, and the North-South struggle.

222. History of the United States Since 1865
Emphasis on industrialism and its consequences and the emergence of the United States as a world power.

311. Greek History
Search for Freedom: Minoan through the Hellenistic Age.

312. Roman History
Search for Order: Roman World from the Etruscans through the third century A.D.

313. Medieval European History
Search for Community: European genesis in the decaying Roman Empire. Attempts at socioeconomic syntheses under the auspices of the Church, Empire, Feudal Institutions and Nation State.

321. The European World in Recent Times
A study of the diplomatic, economic, cultural, and ideological events and trends of Europe in world affairs since the end of the Franco-Prussian War.

331. American History Seminar
An advanced course for which the subject matter will change from year to year, Topic for 1970: The South in American History.

332. Early Modern European Seminar
An advanced course for which the subject matter will change from year to year, alternating between the Renaissance-Reformation and the Enlightenment-Age of Revolution periods.

351-352. Independent Study in History
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper.

MATHEMATICS AND PHYSICS

ASSISTANT PROFESSORS DENT, FERRELL, and LOVE,
MR. KUBIN and MR. NICHOLS

Major in mathematics: Mathematics 201, 202, 203, 301, 302, 303, 351-352, 401, 402. Related courses required for the major in mathematics: Physics 201, 202. The requirement in foreign language may be met with any modern language, but Russian, German, or French is preferred.

Major in physics: Physics 201, 202, 203, 301, 302, 303, 311, 312, 351-352. Related courses required for the major in physics: Mathematics

201, 202, 203, 302; Chemistry 402. The requirement in foreign language may be met with Russian, German, or French. The physics major is designed to give the student a good background in classical physics as preparation for graduate study and for work in such fields as space technology and antipollution technology.

Mathematics

101. Introduction to Mathematical Analysis
Algebra, functions, set theory, trigonometry, and an introduction to theory of equations. Not required as a prerequisite for Mathematics 102 if the student has three units of mathematics including trigonometry, a superior high school record, and a high score on the mathematics placement examination.

102. Calculus I
Limits, the derivative and its applications, integration. Prerequisite: Mathematics 101 or permission of the department.

201. Calculus II
Integration, the definite integral and applications, differentiation and integration of transcendental functions, hyperbolic functions, techniques of integration. Prerequisite: Mathematics 102.

202. Calculus III
Polar coordinates, parametric equations, vectors, matrices. Prerequisite: Mathematics 201.

203. Calculus IV
Partial differentiation, directional derivatives, line integrals, infinite series, double and triple integrals and their application. Prerequisite: Mathematics 202.

206. Modern Elementary Mathematics I
Structure of the number system, algebra, geometry. Material designed to meet the needs of students in elementary education.

207. Modern Elementary Mathematics II
Continuation of Mathematics 206. Prerequisite: Mathematics 206.

209. Elementary Statistics
Frequency distributions, measures of location and variation, index numbers, probability. Prerequisite: Mathematics 101 or permission of the department.

301. Linear Algebra
Linear equations, vector spaces, linear transformations, determinants and matrices.

302. Differential Equations
Differential equations of the first order and first degree, equations of higher order, existence of solutions, solutions by series methods, numerical approximation of solutions, oscillation of solutions. Prerequisite: Mathematics 203.

303. Modern Algebra
Introduction to abstract algebra, groups, rings, integral domains, fields.

311. Selected Topics in Mathematics
A junior-senior level course for which the subject matter will change from year to year. Topics will be chosen from geometry, probability and statistics, theory of numbers, topology, and functions of a complex variable.

351-352. Independent Study in Mathematics
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Topics are usually chosen from the fol-

lowing fields: Number Theory, Partial Differential Equations, Complex Variables, Topology, Probability and Statistics, Geometry, or other topics approved by the department.

401. Real Analysis I
Theory of limits, continuity, differentiation, integration, sequences and series. Open to seniors only. Prerequisite: Mathematics 203.

402. Real Analysis II
Continuation of Mathematics 401. Prerequisite: Mathematics 401.

Physics

201. Physics I
A study of motion and statics, physical properties of matter, and heat. One laboratory exercise per week. Prerequisite: Mathematics 102.

202. Physics II
A study of oscillations, sound, light, geometric optics, electricity, magnetism, and DC and AC circuits. One laboratory exercise per week. Prerequisite: Physics 201; corequisite: Mathematics 201.

203. Physics III
A study of atomic and molecular structure, energy states, spectra, X-rays, nuclear structure, isotopes, radioactivity and its detection, and high energy accelerators. One laboratory exercise per week. Prerequisite: Physics 201, Mathematics 202; Physics 202 is recommended.

301. Theoretical Mechanics I
A study of particles and rigid body dynamics, free and forced oscillation, and central force fields. Prerequisite: Physics 203 and Mathematics 203.

302. Theoretical Mechanics II
Continuation of the study of classical Newtonian mechanics and introduction of the concepts of Lagrange and Hamilton. Prerequisite: Physics 301.

303. Mathematical Concepts in Physics
This course will vary with the needs of students, but will include discussion of partial differential equations, complex variables, linear algebra, and tensor analysis. Prerequisite: Mathematics 203.

311. Electromagnetics I
A comprehensive study of electrostatics and magnetostatics, including Gauss' Law and Ampere's Circuital Law. Simultaneous laboratory experiments are devoted to electrical measurements. Prerequisite: Physics 203 and Mathematics 203.

312. Electromagnetics II
Maxwell's equations are used as a basis for study of electromagnetic radiation from moving charges. Physical optics is naturally developed from radiation theory. Simultaneous laboratory experiments are devoted to electronics. Prerequisite: Physics 311.

313. Modern Physics
X-rays, alpha, beta, and gamma radiation and other elementary particles; nuclear structures and forces. Crystalline structure and the theory of solids. Prerequisite: Physics 203 and either Physics 303 or Mathematics 204.

351-352. Independent Study in Physics
Independent research required of all majors. Each student is expected to design and carry out a unit of research in an area of his choice and to record the results in a paper prepared as for publication in a scientific journal.

MEDICAL TECHNOLOGY

WILLIAM E. ELLIOTT, M.D., Associate Pathologist and Director of School of Medical Technology, Blount Memorial Hospital, ELGIN P. KINTNER, M.D., Pathologist, DEANE BROWN, B.A., M.T. (ASCP), Teaching Supervisor

The major in medical technology is offered through a cooperative arrangement with the School of Medical Technology of the Blount Memorial Hospital, which adjoins the college campus. This school is fully accredited by the American Medical Association. All of the work in medical technology, including Independent Study, is given at the Hospital.

The four-year course leads to the Bachelor of Arts degree and registration as a medical technologist. The examination of the Registry of Medical Technologists of the American Society of Clinical Pathologists is accepted by the College as the comprehensive examination in the major field.

The work of the first three years of the course is taken entirely at the College. The fourth year, including a summer of full-time work, is taken at Blount Memorial Hospital. Upon satisfactory completion of the course in medical technology and the Independent Study, and after passing the examination of the Registry of Medical Technologists, the student is granted the Bachelor of Arts degree by the College.

Each student who selects this major should apply to the Director of the School of Medical Technology for entry to the School at the beginning of the freshman year and in no case later than the beginning of the junior year. At the time of application arrangement will be made for the student to take the aptitude test in the field of medical technology administered by the Department of Employment Security of the State of Tennessee. The capacity of the School, however, is limited; applicants are accepted on the basis of scholarship and overall fitness for the profession. Students who anticipate attending another school of medical technology are advised to take either a biology or a chemistry major and to consult the director of the school to be attended as to specific admission requirements. In this case, however, the student would not receive the Bachelor of Arts degree after completion of the medical technology course.

Major in medical technology: Courses in medical technology, including Independent Study, amounting to a total of 10 college courses.

Related courses required for the major in medical technology: Biology 201, 204, 302, 305; Chemistry 201, 202, 203, 302; Mathematics 101. Substitutions for these courses may be permitted on recommendation of the Director of the School of Medical Technology. The core requirement in foreign language will be taken in French or German.

MUSIC

PROFESSORS BLOY and HARTER, ASSISTANT PROFESSORS BONHAM, KINSINGER, KULL, S. SCHOEN, V. SCHOEN, and STALLINGS

The curriculum in music follows the requirements of the National Association of Schools of Music, of which the College is an institutional member.

Major in music (Bachelor of Arts degree): Music 201, 202, 203, 204, 311, 312, 313, 314, 351-352; with private and/or class applied music each term as prescribed by the music faculty.

Piano proficiency and ear-training proficiency tests must be satisfactorily completed before one enters Music 351. Music majors must elect one area of concentration and complete satisfactorily its requirements for graduation in addition to the required general core courses and music major core courses. Areas of concentration as a music major are: music theory and literature, public school music teaching, applied music in organ, piano, voice, a string, brass, or woodwind instrument.

Two of the following related courses are recommended: one course in speech and theatre, one course in art, Psychology 201, and Education 211. The core requirement in foreign language may be met with any modern language.

Music majors are required to enroll and earn a satisfactory grade in a music organization each year as part of their graduation requirement.

A new program leading to the Bachelor of Music degree will be instituted in 1971-72. Requirements will be announced in the fall of 1970.

201. Basic Structures of Music
The aural and visual comprehension of musical elements and their application. Fundamentals, basic melody, decorative pitches, voices in combination, and chord structure.

202. Intermediate Part-Writing
Continuation of Music 201. Four-voice homophonic texture, functional chords and the dominant seventh, inversions, two- and three-part form, secondary dominants, and modulation.

203. Elementary Counterpoint
Continuation of Music 202. Nondominant sevenths, embellishing diminished chords, two-voice counterpoint, Neapolitan and augmented sixth chords, variation forms, and fugue.

204. Advanced Harmony and Counterpoint
Continuation of Music 203. Sonata-allegro form; ninth, eleventh, and thirteenth chords; foreign modulation; twentieth-century melody, harmony, and tonality.

305. Church Music
A study of the worship of the church, its background, the various corporate expressions, and their music. Identical with Religion 305.

306. Elementary School Music for Elementary Education Majors
A course in music for classroom teachers based on participation in singing, listening, rhythmic, instrumental, and creative activities.

307. Methods and Materials in Music, Grades 1-12
A study of methods and materials for general vocal and instrumental music classes. Prerequisite: Education 211.

311. Music History and Styles: Antiquity Through the 16th Century
A study of Western music and musicians in historical sequence, with emphasis on musical trends and styles; bibliography, independent research, and analysis.

312. Music History and Styles: 17th and 18th Centuries
Continuation of Music 311.

313. Music History and Styles: 19th Century
Continuation of Music 312.

314. Music History and Styles: 20th Century
Continuation of Music 313.

351-352. Independent Study in Music
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in music. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Applied Music

A student may take either one half-hour lesson per week or two half-hour lessons per week, which, at the discretion of the teacher, may be given in a one-hour lesson. Registration in the fall includes the ten-week term plus the four-week interim. The second registration covers the winter and spring terms. Registration for a single ten-week term is permitted by approval of the music faculty. Registration for applied music is permitted only upon completion of a satisfactory audition.

Class instruction is in group lessons meeting two hours per week. Registration for class instruction may be made for each ten-week term offered. There will be no class instruction during the four-week interim.

First year students will be permitted to take either one private study (one private study may include two lessons per week in one area or one lesson per week in two areas) or one class study. Second year students may take one private and one class study. Third and fourth year students will be limited only by their ability and academic standing.

Auditions for placement in applied music (private or class) must be taken at the time of entrance for new students, and at pre-registration for others.

Students majoring in other fields may elect to study applied music in addition to the normal three-course load and upon meeting audition requirements before registering.

Private Applied Music

One or two lessons weekly throughout the school year.

a. For *music majors* with concentration in any chosen applied area, the requirement is three to four years of study emphasizing the establishment of a good technique and the learning of a repertoire with a balanced representation of all types of literature for any applied area. Performance on student recitals, a half recital the junior year, and a full recital the senior year in addition to jury examinations is required.

b. For all other students who elect private study in any chosen applied area, the requirement is the development of a basic technique and a serviceable ability to express oneself musically through the chosen applied area. Performance in repertoire class and jury examinations each term are required.

Areas of Private Applied Study

Composition
Development of basic techniques in the structure and craft of musical composition. Writing in all forms according to the individual abilities. Music 202 prerequisite.

Harpsichord
Manual techniques and principles of registration. Study of ornamentation, phrasing, and various tonal attacks. Repertoire to include recitative and aria accompaniment style in such works as Handel's **Messiah** and other works as specified by the instructor.

Piano
Etudes chosen from Czerny School of Velocity, Op. 299, selected Chopin Etudes, Op. 10 and 25, and other similar works. Proficiency in all major and minor scales, arpeggios, pedaling practices, tone production and phrasing, and a minimum standard repertoire specified by the instructor, covering representative styles.

Organ
Manual and pedal techniques, fundamental principles of registration. Proficiency in contrapuntal technic, accompanying of hymns, anthems and chants, general service playing. A minimum standard repertoire specified by the instructor, covering representative styles.

Voice
Development and control of the mechanism, tone building, controlled breathing, and the physical activity of singing. A minimum standard repertoire specified by the instructor, covering representative styles.

Wind Instruments (Brass, Woodwinds)
Basic fundamentals and techniques in study methods for the particular instrument A minimum standard repertoire in solo and orchestral media, covering representative styles, specified by the instructor.

String Instruments (Violin, Viola, Cello)
Selected studies adapted to the individual needs of the student. A minimum standard repertoire for solo and orchestral media covering representative styles, specified by the instructor.

Class Applied Music

Class applied lessons in the following groups provide beginning instruction and methods for public school teaching: Brasses, Woodwinds, Percussion, Strings, Voice, Orchestration, and Conducting.

Class applied lessons in piano provide fundamentals of musicianship and basic keyboard skill.

Course Recognition for Applied Music

For Music Majors, course recognition for both Class and Private applied music study is given as follows:

a. 2 lessons per week for a full year in a given private applied music area is equivalent to one course.

b. 1 lesson per week in a given private applied music area plus one class applied music area is equivalent to one course.

No more than one course is recognized for each year at the sophomore and junior level; no more than two courses are recognized in the senior year.

PHILOSOPHY AND RELIGION

PROFESSOR STINE, ASSOCIATE PROFESSOR SWENSON, ASSISTANT PROFESSORS CARTLIDGE and FOLEY

At Maryville College philosophy is regarded not as a specific discipline with a specific subject matter, but as a study that permeates all areas of intellectual concern. Its distinctive task is thus seen to be analysis of and reflection upon the methodologies, basic concepts, and value systems inherent in the sciences and the arts. It presupposes a familiarity with these other disciplines. Since good philosophical work depends upon a thorough grounding in at least one other area of human endeavor, students interested in philosophy should major in one of the humanities or sciences with a strong elective course of study in philosophy.

The study of religion, while related to many disciplines in the liberal arts, has an integrity of its own. Religion is both ecumenical and transcultural. It has produced a large body of world literature and has profoundly influenced world-man within the ebb and flow of his whole history.

The major in religion is both broad and deep. For perspective it views the religious phenomena of world-man. At the same time, it focuses on the deep roots of the Christian tradition recorded in the literature of the Bible and in the history of Christian thought, and it faces the hard issues of the contemporary world. Such study provides one avenue through which twentieth century man, educated within the context of the liberal arts, may achieve that kind of freedom which is characterized by mature Christian thought and by sensitive Christian action.

Major in religion: 10 courses in religion beyond the core requirements in philosophy and religion, including 351-352 and 401. Related courses required for the major in religion: Philosophy 201 or 202, and one other course in philosophy. The core requirement in foreign language may be taken in any language, but students looking forward to graduate work should study either French or German. Those who plan to pursue theological studies should take Greek as a second language.

Philosophy

101. Man's Search for Meaning
An introduction to the basic human questions about the meaning of life in both its ancient and modern settings, and the search for possible answers to that question through an investigation of such documents and thinkers as the Gilgamesh Epic, Genesis, Job, John, Plato, Pascal, Marx, Freud, Sartre, Camus, and Tillich.

201. History of Philosophy: Greek and Medieval
A study of the history and development of philosophy in Western culture.

202. History of Philosophy: The Renaissance to About 1850
A continuation of the study of the history and development of philosophy in Western culture.

211. Logic
A study of the principles of deductive and inductive reasoning, and of their application. Special attention to the meaning and tests of truth and to the structure of our thinking.

221. American Thought
A study of the history and development of philosophic ideas in America, including religious and social thinking in the seventeenth and eighteenth centuries.

301. History of Philosophy: 1850 to the Present
A seminar course with extensive directed reading, discussion, and a seminar paper. Students have an opportunity to relate their study to their respective fields.

321. Seminar in Philosophy
An advanced study of selected problems in esthetics, ethics and value theory, epistemology, metaphysics, etc. Study of solutions offered to these problems by various schools of thought. Extensive reading, discussion, and a seminar paper. Students have an opportunity to relate their study to their respective major fields.

322. Seminar in Philosophy
An advanced course in which the subject matter will vary from year to year, the topics to be chosen from the philosophy of culture, the philosophy of history, and the philosophy of science.

Religion

201. Basic New Testament Beliefs
Introduction to the New Testament through a study of its message as it was applied to crucial religious and historical situations in the first century church.

211. Introduction to Religion
Man as **homo religiosus.** A study of the phenomenology of religion. The manifold subjects related to the discipline. Survey of the field and methodology of study. Contemporary issues.

221. Old Testament History
Introduction to the Old Testament. Study of selected Old Testament books with special emphasis on the history of Israel from the exodus to the Persian period and on the theological interpretation of that history.

224. Studies in the Gospels
An intensive study of the Synoptic Gospels with special emphasis on Luke and his view of Christ. The problem of the historical Jesus. Attention to the teachings of Jesus.

305. Church Music
A study of the worship of the church, its background, the various corporate expressions, and their music. Identical with Music 305.

312. Non-Western Religions
A survey of the more significant men and movements among the non-Christian religions.

315. History of Christian Thought
A survey of representative Christian thinkers from the time of the Apostolic Fathers through the nineteenth century.

321. Old Testament Prophets
Consideration of several areas of Old Testament prophetic literature. Emphasis will be on the concepts of God in history, social justice, and individual protest.

331. New Testament Studies
Advanced study of a key New Testament book or group of books with emphasis on important themes of theology and ethics. Books to be studied are announced.

332. Contemporary Christian Thought
A study of the writings of the leading theologians of the twentieth century. Due attention to crucial religious issues of our time.

334. Christian Ethics
A survey of the ethical theories springing from Christian theology. Emphasis on modern value systems and ethical problem-solving in the light of contemporary Christian thought.

341. Seminar in Religion and Culture
An interdepartmental course. Advanced study of important topics in religion and culture; the subjects will vary from year to year.

351-352. Independent Study in Religion
Individual study with the guidance of a faculty supervisor. This may be a research project which will result in a thesis or extensive essay, but other media of expression are welcome, such as the writing and performance of religious music, the writing and production of a religious drama, or the use of other art forms. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

401. Seminar in Religion
Selected topics in religion. Enrollment limited to seniors majoring in religion.

POLITICAL SCIENCE

ASSISTANT PROFESSOR BIRD and MISS LUNDIN

Major in political science: 10 courses, including 201, 311, 312, 321, 322, 341, 351-352. Related courses required for the major in political science: one course from each of the following departmental groups: History 211, 212, 221, 222, 321; Economics 201, 331; Sociology 201, 211, 303, 321; Psychology 311, 321, 322. The requirement in foreign language may be taken in any modern language.

201. American Government
The major institutions of policy-making in national, state, and local government, including the changing relationships among these three levels of government.

202. Social Problems in Contemporary Society
An interdepartmental social science course focusing on important problems of society. The course is designed to show the complex social, economic, and political forces which are at the base of most problems in society, and to help the student recognize and analyze these problems objectively. Identical with Economics 202 and Sociology 202.

301. The Development and Methodology of the Social Sciences
Historical development of the social sciences with a consideration of their present state. Consideration of the methodology used in economics, political science, and sociology. Identical with Economics 301 and Sociology 301.

302. Organization Theory
An introduction to the theory of formal organization, including a study of classical and contemporary treatment of the subject. Topics to be covered include organization structure, bureaucratization, conflicts of goals, etc. Identical with Economics 302.

311. Comparative Government
A comprehensive comparative study of the political systems of western and developing nations.

312. International Politics
Fundamental concepts of international politics and the major characteristics of the international system, including extensive consideration of international law and organization.

321. Political Parties, Pressure Groups, and Public Opinion
Analysis of political behavior, emphasizing groups and public opinion in the political process.

322. U. S. Constitutional Law and Thought
Judicial processes and U.S. Constitutional law doctrine.

341. Political Thought
Comprehensive study of issues in political thought from the perspectives of normative and empirical political theory.

342. Seminar: Selected Topics in Political Science
An intensive study each term of one or more topics not dealt with in other departmental course offerings. Prerequisite: Political Science 201 or permission of the instructor.

351-352. Independent Study in Political Science
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

PSYCHOLOGY

PROFESSOR WATERS, ASSISTANT PROFESSOR WAHLER, and MR. BEHEL

Major in psychology: 10 courses, including 201, 311, 312, 313, 351-352. Related courses required for the major in psychology: Biology 201, Mathematics 101. The requirement in foreign language may be taken in French, German, Spanish, or Russian.

201. General Psychology
Fundamental principles of human behavior. Attention to the aims and methods of psychology, maturation and development, motivation, emotion, learning, perception, personality and behavior disorders.

211. Child Psychology
Growth and development of the child from birth to maturity. Physical, intellectual, social and emotional aspects of growth are considered as they relate to various stages of maturity.

311. Psychometrics
The application of mathematics in psychological research. Initial attention to the frequency distribution and continuing through the simple analysis of variance. Both parametric and nonparametric statistical procedures considered. Prerequisite: Psychology 201.

312. Experimental Psychology
Consideration of the scientific method in psychology. Study in such areas as structure and function, motor processes, sensation, perception and attention. Laboratory practice. Prerequisite: Psychology 311.

313. Psychology of Learning
Survey of basic principles and theories of learning. Special emphasis will be given to empirical laws and controlled studies which illustrate these laws. Laboratory practice. Prerequisite: Psychology 311.

321. Social Psychology
Interaction of individuals in social situations, considering perception, motivation, attitudes, communication, and culture.

322. Theories of Personality
Survey of the major theories of personality, with special attention given to motivational and developmental concepts.

331. Abnormal Psychology
Mental disorders and deviations from the normal. Attention given to the extent, causes, symptoms, treatment, and prevention of psychoses, neuroses, and mental deficiency.

333. Counseling
Study of counseling techniques in such settings as the school, industry and the clinic. Special emphasis on psychological testing procedures and interviewing. Prerequisite: Psychology 201.

342. Seminar: Selected Topics in Psychology
Advanced study of major areas which will vary from year to year. In 1970-71 the topic will be Psychophysiology.

351-352. Independent Study in Psychology
Individual study, with the guidance of a faculty supervisor, generally involving a laboratory or field research problem and a scientific paper reporting the results.

SOCIOLOGY

VISITING PROFESSOR WILLEY, ASSISTANT PROFESSOR NELSON, MR. GANGAWARE and MR. OLSEN

The major in sociology prepares the student for graduate study and provides a background for professional placement in the fields of law, public service, the ministry, social work and teaching. The courses listed below, plus the work offered in the seminar, in Independent Study, and in the senior interim course, when special programs are designed to meet individual needs and interests, will provide for the major student an integrated and comprehensive introduction to the broad field of sociology. Major in sociology: 10 courses, including Sociology 201, 202, 301, 315 or 321, 341, 342, 351-352. The remaining courses may be selected from other departmental offerings or Psychology 321. Related courses required for the major in sociology: Economics 201, 302, or 332; History

212, 221, 222, or 321; Political Science 201 or 321; and one other course selected from the following: Philosophy 301; Psychology 321, 322, 331. The core requirement in foreign language may be taken in any modern language.

201. Principles of Sociology
A study of the basic concepts developed for the study of human societies. Group life: nature, interactions, and processes; social systems: nature and problems of social control and social change.

202. Social Problems in Contemporary Society
An interdepartmental social science course focusing on important problems of society. The course is designed to show the complex social, economic, and political forces which are at the base of most problems in society, and to help the student recognize and analyze these problems objectively. Identical with Economics 202 and Political Science 202.

211. Introduction to Anthropology
A survey of man's biological and cultural evolution, with emphasis on the comparative study of culture and cultural differences among various peoples.

301. The Development and Methodology of the Social Sciences
Historical development of the social sciences with a consideration of their present state. Survey of the methodology used in economics, political science, and sociology. Identical with Economics 301 and Political Science 301. Prerequisite: Sociology 201.

303. Cultural Geography
An examination of the close relationship that exists between man, land, and culture, emphasizing the role of man in shaping his physical environment.

312. Principles and Practice of Social Welfare
A review of how society organizes, through private and public agencies, to meet the problems of individual social maladjustment, with special attention to the premises and procedures underlying modern social welfare activity and case work. Relevant field work will be required. Prerequisite: Sociology 201.

315. Marriage and the Family
An exploration of biological, cross-cultural, and historical factors as they relate to contemporary patterns of marital interaction and family organization.

321. Rural and Urban Sociology
A study of the growth of cities, the composition and distribution of population, the institutional structure, the problems and factors of change in rural and urban America. Prerequisite: Sociology 201.

341. Contemporary Sociological Thought and its Background
An analysis of contemporary sociological theory and the historical backgrounds from which it has developed, designed to familiarize the student with the work, both in theory and research, of outstanding modern sociologists. Prerequisite: Sociology 201.

342. Seminar: Selected Topics in Sociology
An intensive study each term of one or more areas of major sociological concern: criminology, race relationships, population, mass communication, social organization, comparative social institutions, etc. Prerequisite: Sociology 201.

351-352. Independent Study in Sociology
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required of the major in sociology. Ordinarily taken in the fall and winter terms of the senior year.

SPEECH-THEATRE

ASSISTANT PROFESSOR JONES and MRS. PROFFITT

Major in speech-theatre: 10 courses, including 202, 203, 321, 351-352. Related courses required for the major in speech-theatre: Psychology 201 and two or more courses in literature, philosophy, or the social sciences selected in consultation with the advisor. The requirement in foreign language may be taken in any language. Each major is required to participate in either forensics or the Playhouse for at least six terms.

101. Speech Fundamentals
Basic communication theory and practice. Recommended as an elective for all students.

201. Advanced Public Speaking
Development of individual effectiveness and style as a speaker through critical analysis of contemporary public address. Prerequisite: Speech 101 or permission of the instructor.

202. Voice and Articulation
A study of the anatomy and physiology of the speech mechanism, with attention to techniques of good voice production and articulation. The International Phonetic Alphabet is used as a basic learning tool. Prerequisite: Speech 101 or permission of the instructor.

203. Oral Interpretation
Practice in the expressive reading of literature to develop insight and personal ability to share it with an audience. Practice in individual reading and lecture recitals.

210. Introduction to Theatre
The scope and significance of the dramatic arts and the modern theatre. Understanding the contributions of the playwright, director, actor, designer, and critic. Lecture-discussion procedure. Student preparation includes attending plays and films and the reading of dramatic literature. Special emphasis given to evaluation of modern theatre in America and its potential for the future.

211. Play Production: Stagecraft
Theory and practice of scenery, property, and costume construction, stage lighting, scene painting, and make-up.

212. Acting
Theory and principles of acting. Designed to meet the needs of those directly concerned with theatre production, but valuable also for liberal arts students seeking to make better use of imagination and poise in social or professional situations. Laboratory exercises progress from simple behavior in imaginary situations to acting in cuttings from great dramas.

301. Rhetorical Theory
A reading-seminar investigating the development of concepts relating to public speaking, from Plato and Aristotle to the present day.

302. American Oratory
A reading-seminar investigating the influence of American public address from the Colonial period to the present.

311. Play Production: Directing
An advanced course in the theory and practice of play production. Consideration of the director's role in the theatre with specific reference to the selection and analysis of a play, organization procedures, and direction of the actor.

321. Seminar in Speech-Theatre
Individual research problems in theatre, public address, radio, and television, offering extensive reading, discussion, and research.

351-352. Independent Study in Speech-Theatre
An individual study project that will have as its end result the presentation of a well-researched thesis or an approved project in speech, theatre, radio, or television. Ordinarily taken in the fall and winter terms of the senior year.

WHO'S WHO

In the last analysis, Maryville College is people—many kinds of people fulfilling a variety of different roles. The names of some of them are listed in this chapter. Some are administrative officers who have responsibility for the ongoing functioning of the College. A number teach in the classroom, and you will see on the pages which follow that they have unusually fine academic credentials. There are librarians, secretaries, maintenance and housekeeping personnel, and residence hall counselors—each one contributing his or her part to the total life of the community. A small group of men and women who have distinguished themselves in business or the professions constitute the board of directors and maintain ultimate oversight of the program of the College and the utilization of its financial resources in the conduct of that program. Finally, there are the students, in whose interest the College came into being and without whom it could not continue; and in the directories which follow you will find the names of the most recent class graduates, young men and women who cast their lot with Maryville and have now gone out as alumni to make their own careers.

Yes, Maryville College is people. A list of names is an inadequate way to introduce them to you. We can only ask that you remember that behind each name is a person, and that together these persons make Maryville the vital learning community of which we hope you will want to be a part.

Officers and Faculty, 1970-1971

(The year opposite each name is that of first appointment)

Administrative Officers

JOSEPH J. COPELAND, B.A., B.D., D.D., LL.D. 1961
President
On the Mr. and Mrs. Charles Oscar Miller Memorial Foundation.
B.A., Trinity University; B.D., McCormick Theological Seminary, 1939; Honorary Degrees: D.D., Trinity University, 1950, and LL.D., Maryville College, 1960.

RALPH WALDO LLOYD, B.A., B.D., D.D., LL.D.,
Litt.D., L.H.D., S.T.D., Pd.D. 1930
President Emeritus
B.A., Maryville College; B.D., McCormick Theological Seminary, 1924; Honorary Degrees: D.D., Maryville College, 1929; LL.D., Centre College, 1940, and University of Chattanooga, 1953; Litt.D., Lake Forest College, 1954, and Westminster College, Utah, 1955; L.H.D., Lincoln Memorial University, 1955; S.T.D., Blackburn College, 1955; Pd.D., Monmouth College, 1961.

MALCOLM M. WILLEY, B.A., M.A., Ph.D., L.H.D., LL.D. 1968
Academic Executive Officer
B.A., Clark University; M.A., 1921, Ph.D., 1926, Columbia University; L.H.D., Clark University, 1945; LL.D., University of Maine, 1952.

FRANK DeLOSS McCLELLAND, B.A., M.S., LL.D. 1937
Dean Emeritus and Assistant to the President
B.A., Grove City College; Pennsylvania State College, 1922, 1923; M.S., 1929, and LL.D., 1936, Grove City College.

RAYMOND IRVING BRAHAMS, JR., B.A., M.A. 1958-1966; 1969
Administrative Assistant to the President
B.A., Maryville College; M.A., University of Colorado, 1952.

HUGH RANKIN CRAWFORD, JR., B.A. 1961
Assistant Business Manager and Purchasing Agent
B.A., Maryville College.

DONALD PETER ELIA, B.S. in Ed. 1968
Dean of Men
B.S. in Ed., Maryville College; University of Tennessee, 1969-1970.

DANIEL FRANK LAYMAN, B.A. 1956
Treasurer and Business Manager
B.A., Carson-Newman College.

VIOLA LIGHTFOOT, B.A. 1934
Registrar
B.A., Maryville College; University of Tennessee, 1963.

EDITH FRANCES MASSEY, B.A., M.S. 1947
Dean of Women
B.A., Maryville College; M.S., University of Tennessee, 1955; Florida State University, 1963, 1964.

DOROTHY RUSSELL MURPHREE, B.R.E. 1969
Director of Communications
B.R.E., Southwestern Baptist Theological Seminary.

WILLIAM A. RIBBLE 1967
Director of Student Aid
Ball State University

WILLIAM F. TAYLOR, JR. 1963
Director of Admissions
Davidson College, 1923-25; University of Tennessee, 1925-27; Graduate of Columbia Theological Seminary, 1938; Chaplain, Colonel, United States Air Force (Ret.).

Faculty of Instruction

JOSEPH J. COPELAND, B.A., B.D., D.D., LL.D.
President

BOYDSON HOWARD BAIRD, B.A., M.S. 1959
Associate Professor and Chairman of the Department of Health and Physical Education and Director of Athletics
B.A., Maryville College; M.S., Indiana University, 1948.

CHARLOTTE HUDGENS BECK, B.Mus., M.A. 1966
Instructor in English
B.Mus., University of Tennessee; M.A., ibid., 1966, and 1968-1970.

ALFRED CECIL BEHEL, B.A., M.S. 1968
Instructor in Education and Psychology
B.A., David Lipscomb College; M.S., University of Tennessee, 1968.

AGNES THORNTON BIRD, B.S., M.A., Ph.D. 1968
Assistant Professor of Political Science
B.S., Texas Women's University; M.A., 1959, and Ph.D., 1967, University of Tennessee.

CAROLYN LOUISE BLAIR, B.A., M.A., Ph.D. 1948
Professor of English and Secretary of the Faculty
B.A., Alabama College, M.A., 1948, and Ph.D., 1961, University of Tennessee.

JAMES ALBERT BLOY, B.A., B.Mus., M.Mus., S.M.D. 1953
Professor of Music
B.A., and B.Mus., North Central College; M.Mus., Eastman School of Music, 1953; New York University, 1960; S.M.D., School of Sacred Music, Union Theological Seminary, 1964.

ROBERT JOHN BONHAM, B.Mus., M.Mus. 1965
Assistant Professor of Music
B.Mus., Phillips University; M.Mus., University of Kansas, 1964.

DALE LaVERNE BUNSE, B.A., M.F.A. 1968
Assistant Professor of Art
B.A., Willamette University; M.F.A., Arizona State University, 1968.

ARTHUR STORY BUSHING, B.A., M.A. 1947
Associate Professor of English
B.A., Maryville College; M.A., 1948, and 1951-1953, 1967-1968, University of Tennessee; University of Iowa, 1948, 1949; Duke University, 1956.

DAVID RAY CARTLIDGE, A.B., B.D., Th.D. 1966
Assistant Professor of Philosophy and Religion
A.B., College of Wooster; B.D., McCormick Theological Seminary, 1957; Th.D., Harvard University, 1969.

RALPH THOMAS CASE, B.A. B.D., Ph.D. 1939
Independent Study Editor
B.A., Parsons College; B.D., McCormick Theological Seminary, 1919; Ph.D., University of Iowa, 1929.

HERMA RAMSEY CATE, B.A., M.A. 1965
Assistant Professor of English
B.A., Berea College; M.A., University of Tennessee, 1961.

RALPH STOKES COLLINS, B.A., M.A., Ph.D. 1935-1945; 1967
Professor and Chairman of the Department of Foreign Languages
B.A., University of North Carolina; M.A., ibid., 1931, University of Munich, Germany, 1932-1933; East Carolina College, 1933-1934; Middlebury College, 1936-1937; Ph.D., Johns Hopkins University, 1938; Russian Institute, Columbia University, 1948-1949; U.S. Army School, Regensburg, Germany, 1951-1952.

CARMIAN FORBUSH DAVIS, B.A., M.S. 1963
Assistant Professor of Physical Education
B.A., Oberlin College; M.S., Pennsylvania State University, 1941.

JOHN ARTHUR DAVIS, B.A., M.A. 1940
Associate Professor of Physical Education
B.A., Maryville College; M.A., Columbia University, 1939; University of Tennessee, 1960, 1961, 1962.

WILLIAM HUNTER DENT, B.A., M.S. 1964
Assistant Professor of Mathematics
B.A., Maryville College; M.S., University of Kentucky, 1963; University of Tennessee, 1967-1969.

THOMAS LEE FERRELL, B.S., Ph.D. 1969
Assistant Professor of Physics
B.S., Auburn University; Ph.D., Clemson University, 1969.

GROVER ELLIS FOLEY, JR., B.S., S.T.B., Th.D. 1969
Assistant Professor of Philosophy and Religion
B.S., Rutgers University; S.T.B., Harvard University, 1958; University of Gottingen, 1958-1959; Th.D., University of Basel, 1963.

GLEN LLOYD FOSTER, B.S., M.S. 1969
Assistant Professor of Education and Director of Maryville College Environmental Education Center at Tremont
B.S., Virginia Polytechnic Institute; M.S., University of Kansas, 1958.

ELIZABETH THOMAS FOWLER, B.S., B.D., M.A., Ph.D. 1969
Assistant Professor of English
B.A., Birmingham-Southern College; B.D., Vanderbilt University, 1940; M.A., 1963, and Ph.D., 1968, University of Tennessee.

LAWRENCE H. GANGAWARE, B.A., M.S.S.W. 1969
Lecturer in Sociology
B.A., New York University; M.S.S.W., Columbia University, 1953.

ARTHUR HENRY HAFNER, Ph.B., M.A., Ed.D. 1969
Professor and Chairman of the Department of Education
Ph.B., Muhlenberg College; M.A., Lehigh University, 1946; Ed.D., Columbia University, 1955.

HARRY HAROLD HARTER, B.A., M.Mus., S.M.D. 1947
Professor of Music and Chairman of the Department of Fine Arts
B.A., San Jose State College; M.Mus., University of Nebraska, 1947; S.M.D., School of Sacred Music, Union Theological Seminary, 1961.

AUDLEY EUGENE HILEMAN, B.S., M.S. 1964
Assistant Professor and Chairman of the Department of Economics
B.S., Pennsylvania State University; M.S., North Carolina State University, 1962; Duke University, 1962-1964; University of Tennessee, 1967-1968.

ELIZABETH HOPE JACKSON, B.A., M.A., Ph.D. 1935
Professor and Chairman of the Department of English
B.A., Smith College; Editorial Staff, Webster's New International Dictionary, 1930-1935; M.A., University of Michigan, 1940; Ph.D., University of Colorado, 1956; Leeds University, England, 1963.

THOMAS E. JONES, B.S.Ed., M.F.A. 1962
Assistant Professor of Theatre and Speech
B.S.Ed., Northern Illinois State University; M.F.A., Ohio University, 1952; Ohio State University, 1956, 1957; Indiana University, 1963; Louisiana State University, 1967-1968.

LAUREN FORREST KARDATZKE, B.S., M.Ed. 1961
Assistant Professor of Physical Education
B.S., William and Mary College; M.Ed., ibid., 1961.

DAN HOWARD KINSINGER, B.A., M.Mus. 1954
Assistant Professor of Music
B.A., Eureka College; M.Mus., Northwestern University, 1953; University of Illinois, 1964-1970.

MARJORIE THIEL KRATZ, B.A., M.A., Ph.D. 1968
Assistant Professor of History
B.A., University of Massachusetts; M.A., ibid., 1960; Ph.D., University of Oregon, 1965.

GARY MELVIN KUBIN, B.S., M.S. 1969
Instructor in Mathematics
B.S., Cleveland State University; M.S., Ohio State University, 1969.

LEWIS LEE KULL, B.Mus., M.Mus. 1969
Assistant Professor of Music
B.Mus., Universty of Texas; Trenton State College, 1962-1963; M.Mus., University of Houston, 1968.

EDITH MERLE LARGEN, B.S., M.S. 1949
Associate Professor of Physical Education
B.S., Maryville College; M.S., University of Tennessee, 1951; and 1960.

WALLACE LEIGH LEWIS, B.A., M.A., Ph.D. 1962
Associate Professor of History
B.A., University of Akron; M.A., 1960, and Ph.D., 1969, University of Iowa.

NORMAN DUANE LOVE, A.B., M.A., Ph.D. 1967
Assistant Professor and Acting Chairman of the Department of Mathematics and Physics
A.B., Albion College; M.A., Western Michigan University, 1962; Ph.D., Michigan State University, 1967.

ROLAND FRANCIS LUKNER, B.A., M.A. 1968
Assistant Professor of German and Russian
B.A., University of Tulsa; M.A., University of Kansas, 1965.

BARBARA ANN LUNDIN, B.A., M.A. 1969
Instructor in Political Science
B.A., Macalester College; M.A., 1968, and 1968-1969, University of Wisconsin.

SARAH BROWN McNIELL, B.A., M.A. 1954-1966; 1970
Assistant Professor of History
B.A., Maryville College; M.A., 1955, and 1966-1970, University of Tennessee.

KATHRYN WORLEY MARTIN, B.A., M.A. 1950
Assistant Professor of Spanish and French
B.A., Vanderbilt University; M.A., 1943, and 1949-1950, ibid.; Universidad Internacional Menendez y Pelayo, 1956; University of Madrid, 1956-1959, 1967-1968.

MARIE-ANGE MEYER-PLATE, B.A., M.A. 1969
Instructor in French
B.A., Institut de la Providence; M.A., Catholic University of Paris, 1964.

KATHRYN WOLFF NELSON, B.S., M.S., Ph.D. 1969
Assistant Professor of Sociology
B.S., Vanderbilt University; M.S., ibid., 1963; Ph.D., George Peabody College for Teachers, 1968.

*JOHN WILLIAM NICHOLS, B.S., M.S. 1967
Instructor in Mathematics
B.S., Maryville College; M.S., University of Tennessee, 1967, and 1969-1970.

PAUL JOSEPH OGREN, B.A., Ph.D. 1967
Assistant Professor of Chemistry
B.A., Earlham College; Ph.D., University of Wisconsin, 1968.

DONALD B. OLSEN, B.A., M.A. 1970
Instructor in Sociology
B.A., California State College at Los Angeles; M.A., University of Tennessee, 1970.

**RUSSELL DEAN PARKER, B.A., M.A., Ph.D. 1964
Associate Professor of History
B.A., Lincoln Memorial University; M.A., 1951, and Ph.D., 1966, University of Tennessee.

LUCY HATMAKER PROFFITT, B.A., M.A. 1966
Instructor in Speech and Debate Coach
B.A., University of Tennessee; M.A., ibid., 1968.

**On leave of absence for advanced study,* 1970-1971
***On leave of absence for advanced study, winter and spring terms,* 1970-1971.

*THOMAS CHRIS PUROFF, A.B., B.D., Ed.M. 1968
Assistant Professor of Education
A.B., Heidelberg College; B.D., Eden Theological Seminary, 1959; Ed.M., State University of New York at Buffalo, 1968.

ROBERT CLINTON RAMGER, B.S., M.S. 1956
Assistant Professor of Biology
B.S., Maryville College; M.S., University of Tennessee, 1962, 1968-1970; University of Minnesota, 1964-1965.

WILLIAM S. RICHARDSON, III, B.A., Ph.D. 1970
Assistant Professor of Chemistry
B.A., Huntingdon College; Ph.D., University of Alabama, 1970.

GRACE O. RODRIGUEZ, B.A., M.A. 1967
Assistant Professor of Spanish
B.A., University of South Florida; M.A., Florida State University, 1967.

SALLIE WARTH SCHOEN, B.Mus., M.Mus. 1955
Assistant Professor of Music
B.Mus., Oberlin Conservatory of Music; M.Mus., 1952, and 1961-1962, 1964, 1965, 1968, Indiana University; Mozarteum, Salzburg, 1954.

VICTOR ROBERT SCHOEN, B.A., M.Mus. 1955
Assistant Professor of Music
B.A., Miami University; M.Mus., 1952, and 1961-1962, 1963, 1964, 1965, 1967-1969, Indiana University; Mozarteum, Salzburg, 1954; Columbia University, 1966.

MARGARET TURNER SHERER, B.F.A., M.S., Ed.D. 1966
Associate Professor of Education
B.F.A., Oklahoma City University; M.S., 1953, and Ed.D., 1967, University of Tennessee.

ARTHUR RANDOLPH SHIELDS, B.A., M.S., Ph.D. 1962
Professor and Chairman of the Department of Biology
B.A., Maryville College; M.S., 1939 and Ph.D., 1962, University of Tennessee; U.S. Navy Medical School, 1944-1945.

DANIEL BRITAIN STALLINGS, B.M.Ed., M.A. 1967
Assistant Professor of Music
B.M.Ed., West Texas State College; M.A., ibid., 1958.

DONALD MEDFORD STINE, A.B., B.D., Th.D. 1967
Professor and Chairman of the Department of Philosophy and Religion
A.B., State University of New York (Albany); B.D., Princeton Theological Seminary, 1956; Th.D., ibid., 1964.

ESTHER CORNELIUS SWENSON, B.A., M.A., Ph.D. 1963
Associate Professor of Philosophy and Religion
B.A., Maryville College; M.A., McCormick Theological Seminary, 1952; M.A., 1957, and Ph.D., 1960, Northwestern University.

WILLIAM HERMAN SWENSON, B.A., B.A.E., M.A.E. 1962
Assistant Professor of Art
B.A., Maryville College; McCormick Theological Seminary, 1950-1952; B.A.E., 1956, M.A.E., 1960 and 1969-1970, School of the Art Institute of Chicago; Castello Academy, Italy, 1963.

HOWARD JOHN TOMLINSON, III, B.S. 1959
Assistant Professor of Physical Education
B.S., College of William and Mary; University of Tennessee, 1965, 1970.

**On leave of absence for advanced study, 1970-1971.*

VIRGINIA TURRENTINE, B.A., M.A.L.S. 1953
Librarian
B.A., University of Tennessee; M.A.L.S., George Peabody College for Teachers, 1953.

CAROLE CARPENTER WAHLER, B.S., Ph.D. 1968
Assistant Professor of Psychology
B.S., University of Washington; Ph.D., ibid. 1968.

ARDA SUSAN WALKER, B.A., M.A., Ph.D. 1948
Professor and Chairman of the Department of History
B.A., Maryville College; M.A., University of Tennessee, 1941; Ph.D., 1958, and 1959, University of North Carolina; 1957-1958, Sorbonne.

JERRY EARL WATERS, B.A., M.A., Ph.D. 1963
Professor and Chairman of the Department of Psychology
B.A., Maryville College; M.A., 1960, and Ph.D., 1964, University of Kentucky.

MALCOLM M. WILLEY, B.A., M.A., Ph.D., L.H.D., LL.D. 1968
Visiting Professor and Acting Chairman of the Department of Sociology
B.A., Clark University; M.A., 1921, Ph.D., 1926, Columbia University; L.H.D., Clark University, 1945; LL.D., University of Maine, 1952.

*DAVID PARIS YOUNG, B.A., Ph.D. 1963
Associate Professor and Chairman of the Department of Chemistry
On the Aluminum Company of America Foundation
B.A., Park College; Ph.D., University of Kansas, 1963.

**On leave of absence for advanced study,* 1970-1971.

Other Officers and Staff, 1970-1971

CHARLES O. APPLING, JR. 1970
Executive Housekeeper

O. PAUL ARMSTRONG, B.A., M.Ed. 1968
Admissions Counselor
B.A., Maryville College; M.Ed., Wayne State University, 1943.

CHARLOTTE GLASS BELLOWS 1966
Head Resident, Pearsons Hall

LYNN ANN BEST, B.A. 1961
Circulation and Reference Librarian
B.A., Maryville College.

FRED LOUIS BLEVINS 1952
Chief Clerk in the Treasurer's Office

PEARLE PAINE CATHEY 1962
Head Resident, Women's Residence Hall I
Graduate of Silliman Junior College; Scarritt College, 1928-1929.

DOROTHY NETHERY CRAWFORD, B.A. 1961
Assistant Order Librarian
B.A., Maryville College.

LELA RUDD DAVIS 1966
Staff Assistant in Margaret Lloyd Residence and Pearsons Hall

RUSSELL C. DRIVER, B.A. 1968
Assistant Director of Admissions
B.A., University of Michigan.

BETTY JANE EGGERS 1957
Secretary in the Treasurer's Office

JUNE POWELL GAMBLE 1970
Secretary to the Administrative Assistant to the President
University of Virginia.

CARL WEBSTER GEHMAN, JR. 1970
Head Resident, Men's Residence III
Maryville College.

LINDA ANN GIESSELMANN, B.A. 1970
Assistant in Communications
B.A., Maryville College.

ELIZABETH THOMPSON GILLANDER 1966
Secretary and Assistant in Circulation, Library

DAVID HENRY GRITZMACHER 1970
Head Resident, Carnegie Hall
Maryville College.

THELMA HALL, R.N. 1927
Nurse, Ralph Max Lamar Memorial Hospital

ALYNE NESBITT HARRISON 1965
Head of McLain Memorial Hall

BILLIE SUE HOWARD 1969
Secretary in the Treasurer's Office
Cumberland College.

ALICE LYNN HOWELL, B.A., M.A., M.S.L.S. 1968
Catalog Librarian
B.A., University of Tennessee; M.A., ibid, 1934; M.S.L.S., University of Kentucky, 1968.

JANE HUDDLESTON, B.S. 1954
Secretary to the Dean
B.S., Maryville College.

ROBERT THOMAS HUTSELL 1934
Engineer

HELEN LEE JINKS 1970
Secretary in Communications
East Tennessee State University.

WILLIAM HAROLD LASTER, B.A., M.S. in Ed. 1970
Assistant Director of Admissions
B.A., Maryville College; M.S. in Ed., University of Southern California, 1970.

SANDRA LYNN McMAHAN, B.S. in Ed. 1967
Assistant in Registrar's Office
B.S. in Ed., Maryville College.

MARGARET C. MILLER 1960
Assistant in the Registrar's Office

ROBERT DAVID PROFFITT, B.A., M.D. 1961
College Physician
B.A., Maryville College; M.D., University of Tennessee Medical School, 1955.

DANIEL R. QUARLES, B.S. 1969
Admissions Counselor
B.S., Maryville College.

SUSAN SMITH SPEAR 1970
Head Resident, Davis Residence for Women
B.A., Maryville College.

K. ALLEN RHYNE 1967
Assistant in the Treasurer's Office

MARGARET STEVENSON ROSS, B.S. 1968
Supervisor of Post Office and Campus Services
B.S., Maryville College.

VICTORIA E. SAMBURG, B.S. 1954
Assistant to Dean of Men and Dean of Women
B.S., Montreat College; Presbyterian School of Christian Education, 1949-1950.

JOAN ELAINE STALLINGS 1969
Secretary to the Director of Admissions

SAUNDRA L. STEPHENS 1965
Technical Assistant in Cataloging, Library

VELMA H. THOMAS, B.Mus. 1969
Head Resident, Margaret Bell Lloyd Residence for Women
B.Mus., Brenau College.

EVA MAE VINEYARD 1955
Cashier in the Treasurer's Office

MARGARET SUZANNA WARE 1934
Dietitian and Manager of the Dining Room
Graduate of Asheville Normal School; New York University, 1930.

MARY SLOAN WELSH, B.A., M.A. 1935
Assistant for Student Aid
B.A., Maryville College; M.A., University of Tennessee, 1953.

ELIZABETH V. WELTON 1966
Secretary to the President

Retirement, 1969-1970

EDWARD FAY CAMPBELL, B.A., S.T.B., D.D., LL.D., S.T.D., L.H.D. ... 1961
College Chaplain
B.A., Yale University; S.T.B., Yale Divinity School, 1924; Honorary Degrees: D.D., Washington and Jefferson College, 1942, Tusculum College, 1944, Centre College, 1947, Lafayette College, 1963; LL.D., Waynesburg College, 1950, Buena Vista College, 1955; S.T.D., Coe College, 1953, Millikin University, 1953, Hastings College, 1959, Alma College 1959; L.H.D., Lewis and Clark College, 1961.

Degrees Conferred At Commencement, June 1, 1970

Doctor of Laws
Earl Winston Blazer

Doctor of Humane Letters
Henry Steele Commager

Doctor of Divinity
Harry Godber Brahams

Bachelor of Arts

Robert McNutt Abel
Vernon Eugene Abshier
Thomas Alderson*
Gretchen Gaye Alexander
William J. Arlington**
Robert Graybill Barnes, Jr.
Barbara Nead Bogart
Mary Lois Brugler
Harry Forbes Burnette
Fredrick Charles Callies, Jr.*
John Elwood Chism
Neil Stanley Cholminsky
Jeffrey Joseph Coghill**
Linda Lou Coyner†
Martha Lynn Cureton**
James Franklin Daugherty**
Robert Francis Durant
Thomas William Duxbury**
Anne Deuel Elam†
Nellie Louise Elam†
Edward Stephen Ellis
Jane Evelyn Elmore
Marian Morgan Ezzell*
Sammy Lee Ferguson
Carl David Fisher**
Carol Ann Fisher†
Cynthia Paxton Freeman*
Cynthia Ann Prewett Gamble
David Bruce Gilliland
Vera Wilson Gilmore††
Barbara Sue Grinstead**
Ross Eugene Hamory
Nancy Ellen Heatwole
George Donald Hickman
Pamela Hope Hobbins
Steven Mark Horning†
Robert Leon Hoskins
Thomas Leonard Houser
Gervy Charles Howard
Diane Humphreys
Hollace Rebecca Imler**
Gail Jane Klein
Ronald Lewis Kolb*
George Niestadt Lampe
Patricia Sue Lavender
William Henry Libert III
George Ray Lybrand
Bryant Everett Lynch
Martha Eleanor McCall**
Robert David McClanahan**
Robert David McEldowney
Mary Janie McGehee
Rebecca Ann McMillan
Marilyn Rae Martin
David Frederick Messinger
Waldo Pratt Miller
Clarence Lynn Mize
Katherine Ann Munson†
Candace Linn Parkhurst
John Rogers Parry
Peter William Peterson
Ola Pittman**
John Thomas Ribble
Cynthia Marie Rosser

**Graduation requirements completed December 17, 1969.*
***Scheduled for graduation summer 1970.*

††Magna cum laude.
†Cum laude.

Harry David Rothrock
George Charles Schnitzer**
Suzanne Stone Schnitzer**
Sharon Mae Sergeant
Larry Scott Sharpe**
Dennis Ray Shockley*
Darrell Marion Smith**
Susan Jameson Smith†
James Creswell Spotts
James Russell Stewart**
Robert Tarpinian, Jr.
Joel Howard Tome
Geraldine Anne Valois
Christine Lee Van Sant
Harry Edwin Weisgerber, Jr.
Kathleen Anne Wells†
Albert Joseph Wencl, Jr.
Joseph Louis White
Marjorie Blanchard White
Cynthia Ann Wiggans
David Lee Wiley
Charlene Virginia Williams
Judith ElaineYoung†
John Richard Ziegler**

Bachelor of Science

John Joseph Barbara
Robert James Berg
John Mack Bettis**
Darnel Justine Birtcil
Ann Duncan Briggs
Michael Alan Bullard
James Paul Cannon
Thomas Chase
Robert Lockwood Coates**
Joseph Kirk Copeland
Sallie Anne Davidson**
Gail Weaver Donaldson††
Thomas Arnold Graham
Patricia Darlene Hammontree**
Stephen Barr Hulen
Linda Carol Jones†
Christine Louise Lamm
Jae Soon Lee*
Candace Merritt McClanahan
Mary Helen Newby†
William Nathan Osborne, Jr.**
Eloise Marian Patton
Elizabeth Ann Pope
Ann Lorette Pruden
John Lee Roberts
David John Rugh
Steven Glenn Siera
Horace Lee Stephens**
Thomas William Taylor
Gordon Frederick Tinley
Margaret Dianne Vogel**
Lucas Venning Whitney

Bachelor of Science in Education

Dean Alan Bercaw
M. Susan Cole
Martha Louise Coulter
Lynn Leroy Dildine
Patricia Ann Dougherty
Marian Louise Erdman
Mary Evans
Barbara Lorayne Fritz
David Taylor Garner**
Betty Jo Graham†
Charlene Patricia Hall†
Beverly Shay Harris
Reba Sue Hurst
Rolena Ruth King
Robert Lee Macy, Jr.
John Joseph Maietta, Jr.
Robert William Mitchell
Terrie Anne Kane Mitchell
Janelle Van Metre Morris
Pamela Elizabeth Pierce
Sandra Miriam Preston**
Meredith Sue Kindred Ramger*
Dwight Lamar Reagan
Rebecca Anne Reed**
Valerie Mosier Shumaker**
Sue Ellen Smith
Martha Alice Tarwater
Margaret Eileen Myers Zimmerman

**Graduation requirements completed December 17, 1969.*
***Scheduled for graduation summer 1970.*

††*Magna cum laude.*
†*Cum laude.*

Statistical Summary, 1969-1970

Classification by Classes

Fourth Year	188
Third Year	164
Second Year	181
First Year	201
Special and Part-time Students	28
Total number of students	762

Classification by States

Alabama	9	Nebraska	1
Arizona	1	New Hampshire	5
California	3	New Jersey	92
Colorado	2	New Mexico	1
Connecticut	5	New York	22
Delaware	16	North Carolina	10
Florida	45	Ohio	58
Georgia	27	Pennsylvania	83
Hawaii	1	South Carolina	3
Illinois	13	Tennessee	243
Indiana	9	Texas	1
Iowa	3	Virginia	21
Kansas	1	West Virginia	3
Kentucky	25	Wisconsin	3
Louisiana	1	Canada	2
Maryland	23	Chile	1
Massachusetts	7	India	4
Maine	1	Japan	1
Michigan	3	Korea	3
Minnesota	1	Mexico	1
Mississippi	1	Panama	1
Missouri	4	Thailand	2

Total Number of Students	762
Total Number of States and Countries	44

Visiting Speakers and Artists

September 1969 to June 1970

GERALD H. COOPER, Director of Outreach, New Providence Presbyterian Church, Maryville.

DR. HERMAN E. SPIVEY, Professor of English, University of Florida.

DR. WARREN ASHBY, Professor of Philosophy, University of North Carolina.

DR. LEWIS B. MAYHEW, Professor of Education, Stanford University.

PAUL CRABTREE, Producing Director of Cumberland County Playhouse, Crossville, Tennessee.

MADELYN MURRAY O'HAIR, Houston, Texas.

DR. GEORGE E. SWEAZEY, Moderator, General Assembly of the United Presbyterian Church, U.S.A.

UNITED STATES AIR FORCE, Continental Air Command Band, Warner Robins Air Force Base, Georgia.

DR. PHILIP HAUSER, Professor of Sociology and Director of the Population Research Center and the Chicago Community Inventory, University of Chicago.

THE OLD HARP SINGERS, Maryville.

THE REV. C. ALLEN COOKE, Rector, St. Andrews Episcopal Church, Maryville.

DENNIS JAMES, Organist.

DR. SAMUEL W. BLIZZARD, Professor of Christianity and Society, Chairman of the Department of History, Princeton Theological Seminary.

MICHAEL HARRINGTON, Lecturer.

DANIEL W. WINTER, Pianist, Associate Professor of Music, College of Wooster, Wooster, Ohio.

DR. ATHELSTAN SPILHAUS, President of the American Association for the Advancement of Science, member of the Board of the National Science Foundation.

INDONESIAN DANCE TROUPE.

MARY ELLEN COWLES, Organist.

DR. ALLEN S. WHITING, Director of Graduate Studies, Center for Chinese Studies, University of Michigan.

DR. ARTHUR LARSON, Director of the World Rule of Law Center, Professor of Law, Duke University.

PROFESSOR HANS J. MORGENTHAU, Former Consultant to the Departments of Defense and State and presently Professor of Political Science and Modern History, University of Chicago.

DR. GEORGE W. WEBBER, President, New York Theological Seminary.

DR. BRUCE RIGDON, Professor of Church History, McCormick Theological Seminary, Chicago.

DR. EDWARD BRUBAKER, Minister, First Presbyterian Church, Wichita, Kansas.

THE REV. RAY NOTT, Mobile Minister, Big Horn Basin, Wyoming.

DR. E. E. OVERTON, Professor of Law, The University of Tennessee.

REY de la TORRE, Classical Guitarist.

DAVID C. BERNARD, Professor of Art, Wichita State University, Wichita, Kansas.

ROBERTA HOWIE PHAY, Assistant Professor of Art, University of Mississippi, Oxford.

DR. CARL ALETTE, Associate Professor of Music, University of South Alabama, Mobile.

THE REV. RICHARD L. HARRISON, Associate Pastor, New Providence Presbyterian Church, Maryville.

DR. JOHN W. SCHOTT, Psychiatrist, Chief Resident at Massachusetts Health Center, Boston.

THE UNIVERSITY OF TENNESSEE TROMBONE CHOIR.

HERBERT HOOVER, Hoover Gallery, San Francisco, California.

DR. PAUL B. SEARS, former Chairman of the Yale Conservation Program and past President of the American Association for the Advancement of Science.

DR. A. J. SHARP, Professor of Botany, the University of Tennessee.

THE KNOXVILLE SYMPHONY ORCHESTRA, David Van Vactor, Conductor. Charles Castleman, Violinist.

THE BLACK IMAGE PLAYERS, Atlanta, Georgia.

THE HILLTOP SINGERS, Folk-Popular Music Group.

DR. AILEEN DUNHAM, Professor Emeritus of History, The College of Wooster, Wooster, Ohio.

ROBERT GANT, Organist.

JOHN JACOB NILES, Folk Singer.

THE UNIVERSITY OF TENNESSEE PERCUSSION ENSEMBLE.

CLAUDE BARBOUR, French student at New York Theological Seminary.

FATHER PLACIDE BAZOCHE, North American Secretary of the World Student Christian Federation.

GORDON R. BENNETT, Associate Professor of Drama, University of Miami.

PAUL C. HUME, Music Editor of *The Washington Post.*

KERMIT EWING, Head of the Department of Art, the University of Tennessee.

LILI CHOOKASIAN, Contralto, Metropolitan Opera, New York.

PHYLLIS CURTIN, Soprano, Metropolitan Opera, New York.

THE PIEDMONT CHAMBER ORCHESTRA, Winston-Salem, North Carolina.

IGOR BUKETOFF, Conductor, New York.

KAREN ROEWADE, Soprano, Affiliate Artist at Maryville College.

DR. H. CURTIS WOOD, Medical Consultant and Lecturer for the Association for Voluntary Sterilizatic n, Inc.

JAMES AND BARBARA MARABLE, Cellist and Violinist, Knoxville, Tennessee.

THE REV. MARTIN L. SWARTZ, JR., Pastor, St. Paul Lutheran Church, Maryville.

THE CONTEMPORARY CHAMBER MUSIC PLAYERS from Memphis State University, Memphis, Tennessee.

GEOFFREY R. M. SKRINAR, Student at General Theological Seminary, New York.

DR. HENRY STEELE COMMAGER, Author and Professor of History, Amherst College, Amherst, Massachusetts.

DR. HARRY GODBER BRAHAMS, Pastor, First Presbyterian Church, Yakima, Washington.

Alumni Citations

Each year at Commencement Maryville College recognizes alumni whose achievements in business, the professions, or government are outstanding. The following are holders of Alumni Citations.

1961

EARL WINSTON BLAZER, Class of 1930, Maryville, Tenn., business, civic, and church leader.

JULIAN JOHNSON, M.D., Class of 1927, Philadelphia, Pa., nationally known thoracic surgeon.

1962

MARY KATE LEWIS DUSKIN, Class of 1920, Atlanta, Ga., leader in social work.

GEORGE C. KENT, JR., Ph.D., Class of 1937, Louisiana State University professor and Chairman of the Department of Zoology.

DAN MAYS McGILL, Ph.D., Class of 1940, authority in insurance education and research and Professor of Life Insurance at the University of Pennsylvania.

RICHARD EDGAR STRAIN, M.D., Class of 1931, widely known neurosurgeon and Associate Clinical Professor of Neurosurgery at the University of Miami Medical School.

1963

WILSON McTEER, Ph.D., Class of 1925, Professor of Psychology at Wayne State University and leader in the development of the Michigan Psychological Association.

JOHN HURT FISHER, Ph.D., Class of 1940, Professor of English at New York University and Executive Secretary of the Modern Language Association.

GEORGE D. WEBSTER, Class of 1941, tax law expert and partner in the firm of Davies, Richberg, Tydings, Landa, and Duff in Washington, D. C.

1964

HERRICK R. ARNOLD, Class of 1923, research chemist for the DuPont Company and business and civic leader.

LLOYD H. LANGSTON, Ph.D., Class of 1913, Secretary-Treasurer of Standard and Poor's Corporation.

ROY A. TAYLOR, Class of 1931, member of Congress from the Twelfth District of North Carolina.

NATHALIA WRIGHT, Ph.D., Class of 1933, Professor of English at the University of Tennessee, Guggenheim Fellow, and author.

1965

PAUL H. FOX, Class of 1938, corporate Vice President of Reynolds Metals and President of Reynolds Aluminum Supply Co.

SUE WAY SPENCER, Class of 1928, Professor and Director of the School of Social Work of the University of Tennessee.

LELAND SHANOR, Ph.D., Class of 1935, Dean of the Division of Advanced Studies of Florida Institute for Continuing University Studies and Division Director for Undergraduate Education in Science for the National Science Foundation.

1966

MARY SUE CARSON GOING, Class of 1929, personnel management specialist with the U. S. Civil Service Commission, Washington, D. C.

JOHN ALBERT HYDEN, Ph.D., Class of 1914, Professor Emeritus of Mathematics at Vanderbilt University.

REBA MILLSAPS LOWRY, Class of 1928, Dean of Women, Pembroke State College, North Carolina.

CLIFFORD T. MORGAN, Ph.D., Class of 1936, Lecturer in Psychology, the University of California at Santa Barbara.

1967

RAYMOND FLOYD ANDERSON, Class of 1926, musician, teacher, director of the Birmingham-Southern College Choir.

ROBERT MELVIN ARNOLD, M.D., x1940, University of Southern California Postgraduate School of Medicine.

RUTH GAMBLE BOSWORTH, Class of 1923, poet, educator, civic leader, Norwich, Connecticut.

DAVID SAMUEL MARSTON, Class of 1929, manager of the Rohm and Haas Company corporate public relations, Philadelphia.

1968

ERNEST CHALMERS BROWN, x1913, College Engineer for 46 years.

GEORGE BRANDLE CALLAHAN, Class of 1920, internationally known obstetrician and gynecologist and active civic leader.

ROSE WILCOX PINNEO, Class of 1943, specialist in cardiac nursing and assistant professor of nursing at the University of Rochester.

LELAND TATE WAGGONER, Class of 1938, Vice President for Sales of the Home Life Insurance Company of New York.

LAMAR WILSON, Class of 1921, outstanding contractor and architect and devoted churchman.

1969

LEE ROY HERNDON, Class of 1922, retired industrial chemist.

JAMES NICHOLAS PROFFITT, Class of 1938, physician and surgeon.

FRED MANGET SNELL, Class of 1942, Professor of Biophysical Sciences at the State University of New York at Buffalo.

HILTON ADDISON WICK, Class of 1942, lawyer and President of Chittenden Trust Company of Burlington, Vermont.

1970

SAMUEL WILSON BLIZZARD, JR., Class of 1936, Professor of Christianity and Society, Chairman of the Department of History, Princeton Theological Seminary.

JOE CALDWELL GAMBLE, Class of 1926, lawyer, former Chairman of the Board of Directors of Maryville College.

ELSIE MARIE KLINGMAN, Class of 1940, Assistant for Mission Operation in the Division of Church Strategy and Development, Board of National Missions, United Presbyterian Church in the U.S.A.

Board of Directors

Class of 1971

EDWIN JONES BEST, B.A., *Recorder* ..... Maryville
ROY J. FISHER, B.S. ..... Maryville
MARGARET M. FLORY, B.A., M.A. ..... New York, N. Y.
HAROLD GORDON HAROLD, Ph.D., D.D. ..... Maryville
JAMES WARD KING, B.A. ..... Maryville
ROBERT JAMES LAMONT, D.D. ..... Pittsburgh, Pa.
JAMES HAYDEN LASTER, D.D. ..... Maryville
JOHN MAGILL, D.D. ..... Cleveland Heights, Ohio
WILLIAM L. MURRAY, A.I.A. ..... Harrisburg, Pa.
SAMUEL M. NABRIT, Ph.D. ..... Atlanta, Ga.
JOSEPH WILLIAM SULLIVAN, JR., B.A., LL.B. ..... Knoxville
HAROLD BLAKE WALKER, D.D. ..... Evanston, Ill.

Class of 1972

EDWARD L. R. ELSON, D.D., Litt.D., LL.D. ..... Washington, D. C.
W. GLEN HARRIS, Ph.D. Birmingham, Mich.
JULIAN JOHNSON, M.D., ... Philadelphia, Pa.
MILDRED J. LANGSTON, M.A. ..... Rumson, N. J.
JOHN NEVIUS LUKENS, D.D. ..... Birmingham, Ala.
NEIL McDADE, ESQ. ..... Chattanooga
JACK D. McSPADDEN, ESQ. ..... Birmingham, Ala.
LOIS BROWN MURPHY, B.A., *Assistant Recorder* ..... Louisville
LILLIAN PROFFITT PIPER, B.A. ..... Yardley, Pa.
JAMES N. PROFFITT, M.D., *Chairman* ..... Maryville
GEORGE W. RENNEISEN, LL.D., L.H.D. ..... Philadelphia, Pa.
WILLIAM GARNETT WALKER, Ph.D. ..... Owensboro, Ky.

Class of 1973

EDWARD BRUBAKER, D.D., ... Wichita, Kans.
JOSEPH J. COPELAND, D.D., LL.D. ..... Maryville
JOE CALDWELL GAMBLE, B.A., LL.B., LL.D. ..... Maryville
GEORGE DONALD HICKMAN, B.A. ..... Oak Ridge
RAYMOND V. KEARNS, JR., D.D. ..... New York, N. Y.
GEORGE ALBERT KRAMER, D.Ed. ..... New Brunswick, N. J.
RUSSELL ARNOLD KRAMER, B.A., J.D. ..... Knoxville
JOHN C. PAGE, JR., D.D. ..... Knoxville
EDWIN ADKISSON SHELLEY, B.A. ..... Knoxville
HERMAN EVERETTE SPIVEY, Ph.D., Litt.D., *Vice Chairman* . Gainesville, Fla.
ROBERT BARR STEWART, D.D. ..... Chattanooga
ALGIE SUTTON, B.A. ..... Greenville, S. C.

Honorary Directors

CLIFFORD EDWARD BARBOUR, Ph.D., D.D. ..... Maryville
DAISY A. DOUGLAS, B.A., LL.D. ..... Weirsdale, Fla.
CLEMMIE JANE HENRY, LL.D. ..... Maryville
ALBERT DUBOIS HUDDLESTON, ESQ. ..... Ormand Beach, Fla.
GLEN ALFRED LLOYD, J.D., LL.D. ..... Chicago, Ill.
RALPH WALDO LLOYD, D.D., LL.D., Litt.D. ..... Bradenton, Fla.
NELLIS PEARL McCAMPBELL, B.A. ..... Knoxville
DAVID WILSON PROFFITT, LL.D. ..... Maryville
HERMAN LEE TURNER, D.D., LL.D. ..... Atlanta, Ga.

Request Form

If you wish to receive an Application for Admission, or to secure additional information regarding financial assistance, complete the following and mail to:

Director of Admissions and Student Aid
Maryville College
Maryville, Tennessee 37801
Telephone: 615/982-7191

Name_____ Telephone No._____

Address_____
Street

_____
City State Zip Code

High School Name and Address_____

Date graduated (or will graduate) from high school_____

When do you expect to enter Maryville College?_____

Check below the items you wish to have forwarded to you:

- ☐ Application
- ☐ Catalog
- ☐ Other-please specify:_____

Purpose and Objectives

Aware that twentieth century man is threatened by forces leading to the alienation of persons and the fragmentation of life, Maryville College seeks to be a community built upon a single commitment and dedicated to a single purpose. The commitment is to the Christian faith. The purpose is the pursuit of truth in concept and in life. The College recognizes no necessary dichotomy between the intellectual and the religious or between knowledge and values. Man's creation of order out of chaos, his weaving of the fragments of his experience into a meaningful pattern, must call into play reason, experience, and faith—both empiricism and revelation. Although the pursuit of knowing and doing the truth is a single pursuit, the paths leading to it are numerous. An education that truly liberates involves full and free exploration.

All learning begins with assumptions. It is only when they are made clear that one can ask the intelligent questions that lead to discovery. At Maryville College the basic assumptions are that God is the ultimate source of truth, that His highest revelation is through Christ, and that the relationship to God of love and obedience through Jesus Christ is the basis of true life.

Once the student has the security of knowing what the assumptions are, he is free to ask questions, to doubt, and to evaluate as he searches for his own answers and attempts to establish his own identity and his own assumptions. He is led by a faculty dedicated to the pursuit of knowing and doing the truth, sensitive to the Christian commitment, and concerned primarily with teaching. He is aided by a curriculum that provides a common core to insure breadth, perspective, and the discovery of interrelationships, an opportunity for specialization in one discipline to lay the foundation for a vocation or graduate school, and a direction toward independent study that will prepare him to continue his education throughout life. The curriculum is designed to equip him to think and act with independence, imagination, and sound critical judgment, and to communicate effectively.

In the conviction that the most stimulating environment for learning is a vital community, Maryville seeks to establish a community in which students and faculty, of varying backgrounds, abilities, talents, and interests, can unite in a common purpose and freely discuss their differences, recognizing that when differences and tensions no longer exist, man ceases to grow. It seeks to establish a community in which all activities—intellectual, religious, social, cultural, physical—are coordinated so as to prevent distracting fragmentation. It seeks to establish a community in which each member may grow in integrity, ever striving to understand and make a unified pattern of his experiences, but learning to contemplate, with reverence, the mysteries of the universe. The total college experience is designed to prepare the student for effective participation and leadership in the larger community of mankind.

Although the ideal set forth here may be beyond man's grasp, the Maryville students and faculty are united in the belief that they can do no less than work toward it, making the pursuit of truth a dynamic process involving continued redefinition of goals, reorganization of curriculum and community life, and reevaluation of teaching and learning methods.

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Calendar for 1970-1971

1970

Summer Term

June 8-26 — Session I
June 29-July 17 — Session II
July 20-August 7 — Session III

Fall Term

September 8-10 — Workshops for Faculty and All-College Council
September 11 — New students report
9:00 a.m.—Residence halls open
12:00 noon—Buffet luncheon for new students and parents
2:00 p.m.—Assembly for new students and parents, followed by reception in Chapel courtyard
September 12 — Testing and orientation of freshmen; registration of transfers
September 14 — Registration for freshmen and returning students
8:00 p.m.—Opening academic convocation
September 15 — 8:00 a.m.—Classes begin
October 9-11 — Homecoming Weekend
October 20-21 — Comprehensive examinations for graduating seniors
November 15 — "Messiah"
November 20 — Classes end

Interim Term

November 23 — Classes begin
November 26-29 — Thanksgiving Holiday
December 18 — Classes end

1971

Winter Term

January 4 — Registration
January 5 — 8:00 a.m.—Classes begin
January 21-24 — January Meetings
March 12 — Classes end

Spring Term

March 22 — Registration
March 23 — 8:00 a.m.—Classes begin
April 11 — Easter
April 20-21 — Comprehensive examinations for graduating seniors
May 28 — Classes end
May 29 — Alumni Day
3:00 p.m.—President's Reception for graduates and their parents
May 30 — Baccalaureate Sunday
May 31 — 152nd Year Commencement

Summer Term

June 7-25 — Session I
June 28-July 16 — Session II
July 19-August 6 — Session III

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